



Bracken Hill School

Child on Child Abuse Policy

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This policy is reviewed annually, or sooner where necessary, to ensure compliance with current legislation, statutory guidance and safeguarding best practice.

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Review Date July 2027

The Governors of the school recognise that all staff play a vital role in the achievement of high standards and in providing our pupils with the best opportunities matched to their needs.

Introduction

At Bracken Hill School we have a zero-tolerance approach to all forms of child-on-child abuse including sexual violence, sexual harassment (SVSH), and harmful sexual behaviour (HSB). We believe that child-on-child abuse is never acceptable, and it will not be tolerated. It will never be passed off as “banter,” “just having a laugh,” “a part of growing up” or “boys being boys.” We will respond to all signs, reports, and concerns of child-on-child abuse, including those that have happened outside of our school premises, and/or online. We recognise that children are vulnerable to and capable of abusing their peers, we take such abuse as seriously as abuse perpetrated by an adult. We recognise that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. We acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable. All alleged perpetrators will be supported with appropriate safeguarding measures, risk assessments, and interventions. Decisions about consequences or reintegration will be made in line with KCSIE 2026 guidance, with consideration for both the welfare of the alleged perpetrator and the wider school community. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond.

In cases where child-on-child abuse is suspected or identified we will follow our Child Protection procedures, taking a contextual, trauma-informed, and strengths-based approach to support all children who have been affected by the situation including the victim and alleged perpetrator.

Policy Development

This policy is written in line with Keeping Children Safe in Education 2026, Working Together to Safeguard Children, and local safeguarding partnership procedures. It reflects statutory guidance and duties placed on schools under the Education Act 2002, the Children Act 1989 and 2004 and associated safeguarding legislation.

This policy also reflects the implementation of the Families First Partnership Programme, including the introduction of Family Help arrangements. References to Early Help should be read alongside local Family Help pathways and referral processes.

Roles and Responsibilities

All staff working with children maintain an attitude of ‘it could happen here,’ and this is especially important when considering child-on-child abuse. All staff are aware of the safeguarding systems within the school, including reporting procedures and recording systems, and these are explained as part of staff induction.

The Executive Head, Gareth Allen, has overall responsibility for the policy and its implementation and consulting with the Governing body, parents/carers, LA (Local Authority), and outside agencies.

Safeguarding is the responsibility of all however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Designated Safeguarding Lead (DSL) for the school is Shelley Shelton. The Deputy Designated Safeguarding Leads (DDSLs) are Richard Jackson (Head of School), Kate Austin (Senior Assistant Head Teacher), Sarah Brown (Assistant Head Teacher). Nick Goforth is the schools Safeguarding Governor

The nominated Governor with responsibility for child-on-child abuse will receive termly reports from the DSL, including anonymised trends and patterns of child-on-child abuse, online incidents, and any safeguarding concerns linked to attendance. The Governing Body will ensure that all statutory duties under KCSIE 2026 are met and that safeguarding systems remain effective and up to date.

Forms of Child-on-Child Abuse and Related Safeguarding Risks- Definitions

Bullying

Bullying includes repeated behaviour intended to hurt, intimidate or control another child. This includes cyberbullying, prejudice-based bullying and discriminatory bullying.

Child-to-Parent/Carer Abuse

Child-to-parent/carers abuse refers to a pattern of behaviour in which a child uses physical, emotional, verbal, financial or coercive abuse towards a parent, carer or family member.

Financial Exploitation

Financial exploitation occurs when a child is manipulated, coerced or deceived into providing money, financial information, bank account access, goods or services for the benefit of another person or group.

Violence Against Women and Girls (VAWG)

The school recognises that misogyny, sexism and violence against women and girls can contribute to harmful attitudes and behaviours and may underpin incidents of child-on-child abuse.

Abuse in Intimate Personal Relationships

Abuse in intimate personal relationships between children (sometimes known as teenage relationship abuse) may involve emotional, physical, sexual or controlling behaviour within a relationship.

Physical Abuse

Physical abuse may include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm. This may include an online element which facilitates, threatens or encourages physical abuse.

Sexual Violence

Sexual violence includes rape, assault by penetration and sexual assault. This may include an online element facilitating, threatening or encouraging sexual violence.

Sexual Harassment

Sexual harassment includes sexual comments, remarks, jokes and online sexual harassment, whether standalone or part of a wider pattern of abuse.

Causing Someone to Engage in Sexual Activity Without Consent

This includes forcing, coercing or manipulating another child to engage in sexual activity, touch themselves sexually or participate in sexual activity with another person.

Consensual and Non-Consensual Sharing of Nude or Semi-Nude Images

The creation, possession, sharing or distribution of nude or semi-nude images or videos of children, sometimes referred to as youth-produced sexual imagery. This includes AI-generated or manipulated imagery.

Upskirting

Upskirting involves taking images beneath a person's clothing without their permission, with the intention of viewing genitals or buttocks for sexual gratification, or to humiliate, alarm or distress.

Initiation/Hazing-Type Violence

Harassment, humiliation or abuse carried out as part of a group initiation ritual. This behaviour may indicate wider safeguarding concerns including exploitation.

Online Harms

Online harms include harmful content, contact, conduct and commerce risks, misinformation, disinformation, coercive online behaviour and abuse facilitated through digital platforms or emerging technologies.

Emotional Abuse and Coercive Control

Controlling, manipulative, intimidating or degrading behaviour between children within friendships, peer groups or intimate relationships.

Extra-Familial Harm

Harm that occurs outside of the family home, including within schools, online spaces, peer groups and community settings.

Children with SEND

Children with SEND may face increased vulnerability due to communication needs, reliance on others, difficulties recognising abuse or barriers to reporting concerns.

Artificial Intelligence (AI)-Enabled Abuse

The misuse of AI to create, manipulate or distribute harmful content, including deepfake images, impersonation, false recordings or other synthetic media used to humiliate, exploit, coerce or abuse others.

Recognising

At Bracken Hill we recognise that behaviours associated with child-on-child abuse take place on a spectrum. Understanding where a child's behaviour falls on this spectrum is essential to being able to respond appropriately to it.

We recognise that all children grow and develop at their own pace. We will use our professional judgement and knowledge of child development when responding to child-on-child abuse.

The school recognises the close link between safeguarding and mental health.

All staff should be aware that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, exploitation or other safeguarding concerns. Mental health concerns may be both a consequence of and a contributing factor to child-on-child abuse.

Reporting and Responding

At Bracken Hill we want children, parents/carers, staff, and visitors to confidently report abuse, knowing their concerns will be treated seriously. We recognise that our school's initial response to a report of child-on-child abuse is incredibly important, how we respond can encourage or undermine the confidence of future victims to come forward. We will consider and respect the child's wishes and feelings at every stage of the process, ensuring that their voice informs decisions about next steps and the support we offer.

As a school, we will respond robustly to reports of alleged child-on-child abuse, including incidents that have occurred online or outside of school. These reports will be treated with the same seriousness as in-person incidents. We remain committed to supporting and safeguarding all parties involved, including the victim, the alleged perpetrator, and any other child(ren) who may have been affected.

Any incidents involving AI-generated, manipulated, or synthetic content will be treated as safeguarding concerns and managed in line with child protection procedures. This includes the creation, sharing, possession or threat of sharing deepfake imagery, nude images, impersonation content, manipulated recordings or other synthetic media designed to humiliate, coerce, exploit, or abuse another child.

Pupils will be educated about the risks associated with generative artificial intelligence and the responsible use of emerging technologies.

Where concerns relate to sexual behaviour, the school may use the Brook Traffic Light Tool alongside professional judgement and consultation with safeguarding professionals to assess whether a child's behaviour is developmentally expected, inappropriate, problematic or harmful. The outcome of this assessment will help inform safeguarding decisions, risk assessments, intervention planning and, where appropriate, referrals to external agencies.

Following reports of sexual violence, sexual harassment or other serious child-on-child abuse, the school will consider what measures are necessary to protect all children involved. This may include keeping the victim and alleged perpetrator a reasonable distance apart while investigations, assessments or safeguarding interventions are ongoing. Arrangements may include changes to teaching groups, seating plans, break and lunchtime arrangements, transport arrangements, supervision levels, or access to specific areas of the school. Decisions will be informed by risk assessments, professional judgement and, wherever possible, the wishes of the victim. These arrangements will be reviewed regularly and adapted as circumstances change.

The school will make referrals to Children's Social Care and/or the Police where behaviour may be criminal, where a child is suffering or likely to suffer significant harm, or where statutory intervention is necessary to safeguard children.

Staff will not downplay abusive or harmful behaviour. Behaviours such as sexual harassment, sexist language, misogynistic attitudes, derogatory comments, or dismissing concerns as "banter" are unacceptable and will be challenged immediately. Staff receive safeguarding training which includes recognising the signs and indicators of misogyny, sexism and other harmful attitudes that may contribute to child-on-child abuse, including sexual harassment, sexual violence and violence against women and girls (VAWG). They are trained to recognise

and challenge misogynistic, sexist, and discriminatory attitudes and behaviours at the earliest opportunity, understanding that these can underpin abusive behaviours, create unsafe cultures and contribute to the normalisation of child-on-child abuse.

We will ensure that we reference and follow relevant school policies and procedures, including safeguarding, behaviour, online safety, anti-bullying and SEND-related policies. We have clear reporting systems for each group within our school community. The effectiveness of these systems is reviewed throughout the academic year and expanded where necessary to ensure they remain accessible and trusted by all.

Our approach to online safety includes identifying, monitoring, and managing risks associated with online content, contact, conduct, and commerce. This includes risks arising from misinformation, disinformation, conspiracy theories, online exploitation, harmful online behaviour, and the misuse of emerging technologies, including artificial intelligence (AI). All reports of online child-on-child abuse will be treated as safeguarding concerns and responded to promptly and appropriately.

The school maintains effective filtering and monitoring systems to support the safeguarding and wellbeing of pupils when accessing school technology. These arrangements are informed by the Department for Education's guidance and are proportionate to the age, needs, and risk profile of our pupils. The effectiveness of filtering and monitoring systems is reviewed at least annually, and records of these reviews are maintained. The Governing Body receives assurance that filtering and monitoring arrangements remain effective, suitable, and responsive to emerging safeguarding risks.

Managing Unsubstantiated, Unfounded, False or Malicious Allegations

The school recognises that reports of child-on-child abuse must always be taken seriously and managed sensitively. Where an allegation is determined to be unfounded, false, malicious, or unsubstantiated, the Designated Safeguarding Lead (DSL) will consider whether the child who made the allegation may require additional support, safeguarding intervention, or assessment of unmet needs. The school will consider whether the child may have been influenced by abuse, coercion, exploitation, trauma, mental health difficulties, or other vulnerabilities. Any action taken will be proportionate and informed by the individual circumstances of the case.

Children (including bystanders):

It is important to understand that a victim may not always find it easy to tell staff about their abuse verbally. Children may show signs or behave in ways they hope adults will notice. In some cases, the victim may not make a direct report, and another child may report on their behalf. Children may also not recognise that they are being abused or may minimise what has happened. All children will be supported to understand how to report concerns or incidents of child-on-child abuse.

We ask that all children report any concerning behaviour to a member of school staff. This may be any trusted adult including a class teacher, teaching assistant, lunchtime supervisor, the Headteacher, or office staff. We regularly discuss trusted adults in class and assemblies to ensure children know who they can go to for help.

Pupils will be supported to understand the role of active and responsible bystanders and encouraged to report concerns when they witness harmful behaviour.

The member of staff receiving the concern will listen carefully, take the concern seriously, and make an initial note. They will explain next steps to the child in an age-appropriate way and reassure them that they will be supported. In line with Keeping Children Safe in Education 2026, staff will never promise confidentiality, as sharing information may be necessary to safeguard the child.

A formal record of the concern will be made on My Concern, and relevant staff will be alerted. If the report is urgent or indicates a child may be at risk, the staff member will immediately inform the Designated Safeguarding Lead.

Children at Greater Risk

We recognise that some children face additional safeguarding vulnerabilities and may require greater support, including:

- Children with SEND.
- Young carers.
- Children with medical conditions.
- Children absent from education.
- Pregnant pupils and teenage parents.
- Children experiencing mental health difficulties.
- Children displaying harmful or abusive behaviours themselves.
- Children who are lesbian, gay, bisexual or gender-questioning.
- Children who have experienced exploitation, neglect, or trauma.

Staff will remain alert to the additional barriers these children may face in recognising, reporting, or accessing support for abuse.

Parents/carers

We understand that parents and carers may find it difficult and distressing to make or receive a report that their child has been the victim of, or is alleged to have perpetrated, child-on-child abuse. We recognise that families may need support and reassurance during this process.

In line with Keeping Children Safe in Education 2026 (Part 5), the school will seek advice and support from other agencies on a case-by-case basis. All decisions made by the school will reflect the needs of the individual children involved, the wider school community, and the statutory safeguarding thresholds.

Parents/carers who have concerns about their child experiencing or allegedly perpetrating child-on-child abuse are asked to contact the Designated Safeguarding Lead (DSL) or Deputy DSL directly (in person, by phone, or via email). The DSL/Deputy DSL will take an initial note of concerns and may arrange a meeting to ensure adequate time to explore the situation in detail. Following this, a formal record of the report will be made on the school's safeguarding recording system My Concern, and any relevant staff will be alerted.

If the concern is urgent, or if a child is considered at risk, the DSL/Deputy DSL will seek advice from statutory services such as Children's Social Care or the Police. We ask parents/carers to raise concerns directly with the school rather than discussing them with other members of the school community in person or online. This helps protect confidentiality and avoids misinformation spreading.

The school remains committed to supporting all pupils and families involved in any instance of child-on-child abuse. We will keep all parties informed of progress where appropriate; however, we must also follow GDPR requirements and respect any restrictions linked to statutory investigations. This may mean that at times, the school is unable to share specific details.

In line with statutory guidance, the school will not minimise or downplay harmful behaviour, and staff will challenge dismissive attitudes (e.g., framing behaviour as "banter" or "part of growing up"), as this can contribute to unsafe cultures. If a parent/carer is dissatisfied with the school's actions or decisions, they may follow the school's Complaints Policy and procedures, available on the school website and from the school office.

Staff

Our staff work closely with our children and may notice changes in behaviour, presentation, or attitude that indicate something is wrong before a report is made by a child or a member of the school community. Staff understand that children may not always verbalise concerns, and that behaviours may indicate that a child has been the victim of, or is displaying, child-on-child abusive behaviours. This includes the possibility that children with SEND may communicate distress or safeguarding concerns differently.

In accordance with Keeping Children Safe in Education 2026, all staff, including those who do not work directly with children, are required to read Part One of Keeping Children Safe in Education and receive safeguarding training appropriate to their role.

Staff will be aware of emerging risks, including the use of AI in facilitating child-on-child abuse, and will respond to such concerns in line with safeguarding procedures.

In line with Keeping Children Safe in Education 2026, if staff have any concerns about a child's welfare, they must act immediately rather than waiting to be told or assuming someone else will take action. Staff must also challenge all inappropriate or harmful behaviours and avoid normalising or downplaying concerns (e.g., referring to sexual harassment or abuse as "banter" or "just part of growing up").

Staff should report any concerns directly to a Designated Safeguarding Lead (DSL) or to the Headteacher. The member of staff receiving the concern will listen carefully, make an initial note of the information shared, and ask the staff member to create a formal safeguarding record using the school's electronic recording system, My Concern. Relevant staff members will be alerted, as necessary.

If a report is urgent or indicates that a pupil may be at risk, the DSL or Deputy DSL will seek advice from statutory services such as Children's Social Care or the Police, in line with safeguarding thresholds and multi-agency guidance.

Visitors

We ensure that all visitors to our school are made aware of our Child Protection and Safeguarding procedures, including who they should report any concerns to. The appropriate safeguarding contact may differ depending on the nature of the visit (e.g., supply teachers, governors, external agency staff), but visitors will always be informed of how to raise concerns on arrival. In line with Keeping Children Safe in Education 2026, all adults on site are expected to act immediately if they have concerns about a child's welfare.

If a visitor witnesses, suspects, or is told about any form of child-on-child abuse, they must report any safeguarding concerns immediately and in person to the Designated Safeguarding Lead (DSL), or one of the Deputy DSLs. They will also be asked to complete a paper safeguarding concern form. The DSL will then ensure that this is recorded on the child's formal safeguarding record within the school's secure recording system, My Concern. Relevant staff will be alerted as appropriate to ensure a timely and coordinated response. Where a concern is urgent, or there is reason to believe that a child may be at risk of harm, the DSL or Deputy DSL will take immediate action and seek advice from statutory services, including Children's Social Care or the Police.

Visitors must report concerns before leaving the school site and never wait until the following day, and written notes left without speaking to a staff member are not acceptable. This reflects the statutory expectation that concerns must never be ignored, downplayed, or delayed.

Visitors are also expected to challenge any inappropriate or harmful behaviours they witness, as minimising or dismissing such behaviour as "banter," "having a laugh," or "part of growing up" can contribute to unsafe cultures.

Where pupils attend alternative provision or external settings, the school will ensure that appropriate safeguarding measures are in place. This includes checks on the suitability of providers, ensuring staff are trained appropriately, confirming that safeguarding policies align with statutory expectations, and establishing clear reporting lines back to the school's DSL. Keeping Children Safe in Education 2026 reinforces the need for oversight, regular review of placements, and written confirmation of safeguarding checks for alternative provision staff.

Recording and Evaluating

We will ensure a written report is made as soon after the disclosure as possible, recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated. We will ensure the Designated Safeguarding Lead (or deputy) will be informed as soon as possible, if they were not involved in the initial report. This information should be recorded on My Concern. We will ensure that details of decisions made and reasons for decisions are recorded as well as any outcomes.

We will ensure that any Behaviour and Risk Management Plans are recorded, saved on the school's system, and kept under review.

The school recognises the importance of identifying and responding to low-level concerns. These will be recorded and reviewed alongside other safeguarding information to enable early intervention, identify patterns of behaviour, and prevent escalation into more serious harm.

Safeguarding records relating to child-on-child abuse will be stored securely and retained in accordance with the school's safeguarding and data protection procedures.

Risk Assessment and Safety Planning

Following any report of child-on-child abuse, the Designated Safeguarding Lead (DSL) will consider whether a risk assessment is required. Risk assessments will be proportionate to the nature and seriousness of the concerns and will consider the safety and wellbeing of the victim, the welfare of the alleged perpetrator, the safety of other pupils and staff, and any ongoing risks within school, online or in the wider community. Risk assessments will be reviewed regularly and updated whenever circumstances change.

Strategies for Prevention

Staff

Our staff understand that child-on-child abuse may be occurring even where no reports have been made. They are trained to recognise early signs of abuse, challenge misogynistic, sexist, and discriminatory attitudes, and behaviours, and understand the role these can play in normalising sexual harassment, sexual violence, and other forms of child-on-child abuse. Staff take all concerns seriously, respond without delay, and actively challenge any behaviour, language or attitudes that seek to minimise abuse or dismiss it as "banter", "having a laugh" or "part of growing up".

This includes:

- Challenging physical behaviours (including those that may be criminal), such as grabbing bottoms, breasts, and genitalia; pulling down trousers; flicking bras; and lifting skirts.
- Challenging the attitudes that underpin such behaviours both inside and outside the classroom (e.g., dismissing actions as "banter," "just a laugh," or "part of growing up").
- Ensuring that the Governing Body, proprietors, and/or management committee understand and fulfil their statutory safeguarding responsibilities, including having effective child protection and child-on-child abuse policies in place.
- Ensuring that all child-on-child abuse concerns are passed to the Designated Safeguarding Lead (DSL) and safeguarding team so they can identify trends, monitor emerging risks, and put support in place for children who may be particularly vulnerable.
- The school recognises that mobile phones, smart devices, and emerging technologies can be used to facilitate child-on-child abuse.
- The school's Mobile Phone Use Policy sets out expectations regarding the safe and appropriate use of personal devices, cameras, recording equipment, and internet-enabled technology. Misuse of technology to harm, exploit, intimidate or harass another child will be treated as a safeguarding concern.

Information for Children

We are committed to creating an ethos in which all children feel able to share concerns in a safe, non-judgemental environment. This includes:

- Creating a culture where children feel safe to report concerns, confident they will be taken seriously, and know they will be supported.
- Regularly teaching all children what to do if they witness or experience child-on-child abuse, the impact it can have, and why abusive behaviour happens.
- Ensuring children understand the school's zero-tolerance approach to all forms of child-on-child abuse, how to report concerns, and where they can access help, support, and advice.
- Providing ongoing education about the nature and prevalence of child-on-child abuse through RHE/RSHE, PSHE, and the wider curriculum.

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- Challenging the attitudes that underlie child-on-child abuse during lessons, pastoral work, assemblies, and informal interactions.

Information for Parents/Carers

We aim to build strong partnerships with parents and carers so that concerns can be identified and addressed early. This includes:

- Talking to parents in groups and one-to-one about safeguarding expectations and how the school prevents and responds to child-on-child abuse.
- Offering support through our Community Liaison Officer (where applicable).
- Inviting parents to contribute to the review of relevant policies, curriculum content, and lesson plans.
- Encouraging parents to hold the school to account for its safeguarding practice.
- Asking parents what they see as the key risks facing their child, and how they feel the school should address them.
- Collaborating with parents to challenge attitudes that contribute to child-on-child abuse in school and in the wider community.
- Ensuring parents understand the school's safeguarding culture and expectations.

RHE (Relationships & Health Education) / RSHE Curriculum

Our school has clear values and standards that are upheld across all aspects of school life and supported by a planned, evidence-based RSHE curriculum. This includes:

- Delivering a PSHE/RSHE programme that is inclusive, age-appropriate, and responsive to the needs of all pupils, including those with SEND or additional vulnerabilities.
- Teaching pupils about:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Equality, stereotyping, and prejudice
 - Body confidence and self-esteem
 - Recognising abusive relationships, including coercive and controlling behaviour
 - The concepts of, and laws relating to:
 - Sexual consent
 - Sexual exploitation
 - Abuse
 - Grooming
 - Coercion
 - Harassment
 - Rape
 - Sexual violence and sexual harassment
 - Teenage relationship abuse (intimate personal relationships between children)
 - How to access support
 - What constitutes sexual harassment and sexual violence and why these are always unacceptable.
 - Pupils will be supported, at an appropriate level, to understand that online content may be manipulated or generated using artificial intelligence, and how this can be used to harm others.

Breaches / Complaints

Breaches of this policy will be addressed in the same way as breaches of other school policies, as determined by the Headteacher and the Governing Body. As required by Keeping Children Safe in Education 2026, the Governing Body is responsible for ensuring that safeguarding policies are effectively implemented and that staff understand and follow them.

Any failure to follow this policy, or any behaviour that undermines the school's safeguarding culture, will be taken seriously and dealt with in line with the school's disciplinary procedures.

If a parent or carer is dissatisfied with the school's actions or decisions, they may follow the school's Complaints Policy and procedures. This is available on the school website and from the school office on request. Parents and carers are encouraged to raise concerns directly with the school so that issues can be addressed promptly and appropriately, in line with wider safeguarding expectations around engaging and supporting families.

Links with other policies

You may find it helpful to read this child-on-child abuse policy alongside the other following school policies:

- Acceptable Use Policy
- Attendance Policy
- Behaviour Policy
- Child Missing Education Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Harassment and Bullying Policy
- Managing Allegations and Low-Level Concerns Policy
- Mobile Phone Use Policy
- Modern Slavery Policy
- Online Safety Policy
- Prevent Policy
- Prevent Risk Assessment
- Private Fostering Policy
- PSHE & RSE Policy
- Sexual Harassment Policy
- Staff Code of Conduct
- Staff Disciplinary Policy
- Whistleblowing Policy

Further information and support can be found through the following links:

Part 5: Child-on-child sexual violence and sexual harassment (KCSIE 2026)

https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026.pdf

• Keeping Children Safe in Education 2026 – Definitions & Guidance

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- **NSPCC – Hackett’s Continuum Model of Sexual Behaviours**

<https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour/understanding>

- **NSPCC – Understanding Sexualised Behaviour in Children (video series)**

https://www.youtube.com/playlist?list=PL_r_2Fqw0_0Wx4Yz0y_VIHmmTEVMMXqWR

Monitoring and Review

This policy replaces previous versions and reflects the requirements of Keeping Children Safe in Education 2026.

This policy will be reviewed annually, or sooner in response to:

- changes in legislation, statutory guidance, or government advice
- updates from the local safeguarding partnership
- serious safeguarding incidents or concerns
- learning identified through safeguarding reviews, audits or inspections
- emerging safeguarding risks, including those associated with online safety and evolving technologies
- changes to the needs, profile, or vulnerabilities of the school population

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

- regular safeguarding reports from the Designated Safeguarding Lead (DSL)
- review of safeguarding data, trends, and patterns
- monitoring and evaluation activities
- safeguarding audits and compliance checks
- scrutiny of incidents of child-on-child abuse and the effectiveness of responses and interventions

The Governing Body will ensure that this policy is implemented consistently across the school and remains compliant with statutory safeguarding requirements.