



Child-on-Child Abuse Policy

Reviewed January 2026

At Parkside Primary School we are committed to safeguarding and promoting the welfare of our pupils and providing a caring, friendly and safe environment for all our children so that they can learn in a relaxed and secure atmosphere, free from harassment and discrimination. They are encouraged to be 'Proud to Shine.'

Introduction

Child-on-child abuse is any form of physical, sexual, emotional, and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and non-intimate), friendships and wider peer associations.

Child-on-child abuse can and does happen in a whole range of settings that children attend, however it often goes unseen. It might take place online, for example, or away from the school or setting. Therefore, training for professionals to help them recognise the signs, and know what to do, is essential.

At Parkside Primary School, we are committed to having a zero tolerance for child-on-child abuse. We are focused on ensuring that child-on-child abuse is identified early, responded to appropriately and support is offered to both the victim and perpetrator.

When managing and responding to all incidents of child-on-child abuse, we will aim to establish the nature of the risk by consultation and assessment. This will include considering concerns relating to contextual safeguarding. Early identification is a key component in responding to child-on-child abuse which is important to the whole school community.

We aim to establish a proactive and responsive safeguarding culture within the school environment focused on supporting pupils to speak out if they are experiencing any child-on-child abuse. In addition to this, we expect all staff to identify and respond to all incidents of child-on-child abuse that they observe.

This policy should be read in conjunction with:

- [Keeping Children Safe in Education. Statutory Guidance for schools and colleges](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)
- [Teaching Online Safety in Schools, DfE 2019](#)
- [The Voyeurism Act, 2019 \(Section Up skirting\)](#)

Vulnerable groups

We recognise that all children are at risk from child-on-child abuse, but that some groups are more vulnerable than others and includes:

- A child with additional needs and disabilities;
- A child living with domestic abuse;
- A child who is at risk of/suffering significant harm;
- A child who is at risk of/or is being exploited
- A looked after or post looked after child;
- A child who goes missing or is missing education;
- Children who identify as or are perceived as LGBTQI+ and/or any of the protective characteristics;
- A child with mental health concerns
- A child who has a CIN plan or a CP plan
- A child who has an EHCP
- A child living in temporary accommodation
- Young Carers

Research tells us that girls are more frequently identified as being abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They often are exploited into gangs and are victims of sexual violence when in gangs. However, we are aware as a school that these are behaviours not just confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as anti-social / criminal behaviours. Boys are more likely to be exploited / entrapped into gangs and subject to violence as a result of gang culture.

Bullying and child-on-child abuse

Our school believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other students in the school. Children may be harmed by other children or young people; research suggests that 30% of child abuse is perpetrated by those under 18.

All staff recognise that children can abuse their peers and are trained to understand and implement the school's policy and procedures regarding child-on-child abuse. All child-on-child abuse is unacceptable and will be taken seriously.

Bullying is recognised by this school as being a form of child-on-child abuse which can take many forms. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group.

Parkside does not accept bullying in any form. Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying may include but is not limited to:

Type of Bullying	Definition and Examples
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery):
- Up-skirting, is where someone takes a picture under a person's clothing without their permission with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence, which comes under The Voyeurism (Offences) Act 2019. Anyone of any gender, can be a victim;
- Abuse in intimate personal relationships between children (sometimes known as "teenage relationship abuse");
- Initiation/hazing type violence and rituals - used to induct newcomers into an organisation such as sports team or groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them;
- Financial abuse or coercive control exercised between children.

Racial Bullying/Harassment

Racist bullying includes bullying based on ethnicity, skin colour, language, religious or cultural practices. Racial bullying will not be tolerated in Parkside Primary and will be treated firmly and effectively. Racial incidents are reported to the Governing Body and Local Authority as required.

Sexual Bullying

Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), including any remarks that are intended to cause offence, humiliation or intimidation. Sexual bullying has an impact on both genders. A sexual assault will lead to the permanent exclusion of the perpetrator from Parkside Primary and a referral to Social Care.

Homophobic Bullying

Homophobic bullying is behaviour or language which makes someone feel unwelcome or marginalised because of their actual or perceived sexuality. This may be because of their appearance, behaviour, physical traits or because they are, or have friends or family who are lesbian, gay, bisexual, transgender or gender variant.

Discriminative Bullying

Discriminative bullying can include bullying based on any perceived weakness such as children from Foster Homes, Care Homes, young carers, those with disabled siblings or parents, single parent families or low economic backgrounds. It can also include bullying aimed at those who may be seen as high attainers or gifted and talented.

Online bullying behaviour

Child-on-child abuse can happen online and through social media. Our school will respond to cyber bullying and any related behaviour.

Children and young people commonly use electronic equipment including mobile phones, tablets, and computers daily to access the internet and share content and images via social networking sites such as Facebook, Twitter, Snapchat, Tik Tok and Instagram. Those technologies and the internet are a source of fun, entertainment, communication, and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues. In cases of child sexual exploitation; radicalisation; sexual predation, technology often provides the platform that facilitates the harm.

The breadth of issues within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school.

Cyber-bullying is a form of bullying and can happen at all times of the day, with a potentially bigger audience, as content can be forwarded on. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Cyber-bullying can include bullying by means of accessing the internet using mobile phones, computers, iPads and games consoles. This can be through texts, email, webcams, video images, chatrooms, message boards, social network sites and virtual worlds. Artificial intelligence (AI) tools are now widespread and easy to access. We recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to hand-held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

Cyber-bullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our child protection procedures.

The School's Online Safety Policy explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. The school has appropriate filters and monitoring systems in place to protect children from potentially harmful online material. We will complete an annual review of our online safety policy which will be supported by an annual risk assessment. This will be to consider and evaluate the risks our students face when participating in online activity.

All staff receive online safety training and are trained to be vigilant about and to report any concerns about risk to children online in the same way that they notice and report offline concerns.

The school's online safety co-ordinators are: Lisa Cousins (DSL) and Simon Baxter (Computing Lead).

Bullying is a very serious issue that can cause children considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures.

All members of staff have access to the school's behaviour policy and the anti-bullying policy as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying and child-on-child proactively.

Abuse is abuse and will not be tolerated, minimised, or dismissed as 'banter', 'just having a laugh', 'part of growing up', 'boys being boys', or 'girls being girls.'

Parkside School will consider the wider environmental factors and context within which child-on-child abuse occurs. We will also consider the potential for the impact of the incident to extend further than the school local community (e.g., for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities.

There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available from The UK Safer Internet Centre at 0344 381 4772 and helpline@saferinternet.org.uk and the Internet Watch Foundation at <https://www.iwf.org.uk/>

Responding to Racism

We acknowledge and celebrate that Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Racist bullying is not just about skin-colour, it can be about ethnic background or religion too.

We recognise that racist hate crime is a criminal matter. We will, therefore, notify the police if we believe an offence may have been committed.

We will provide education in school about racism and its impact on children and their families and this will be taught as part of PSHE curriculum and our whole school ethos. We will use a whole school approach of tackling and eradicating this type of behaviour.

Hate crime

A hate crime is defined as 'any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.'

A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

Not all hate incidents will amount to criminal offences, but it is equally important that these are reported and recorded by the police.

Hate crimes can include:

- physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes, and arson
- threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures, and remarks, bullying and threats.

Hate crime can happen anywhere - at home or school. It can be frightening for the victim and witnesses. Hate crime is an offence and we will notify the police if we believe an offence may have been committed.

Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and/or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

The school aims to respond to concerns relating to contextual safeguarding by:

- creating a safe culture in the school by implementing the child-on-child abuse policy and ensuring that all staff and students are aware of the policy
- demonstrating an awareness of contextual safeguarding issues in the local area to this school and how this may impact upon our pupils
- remaining vigilant to changes in pupil's behaviour, taking note of attendance/punctuality and presentation.

Sexual harassment

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside the school. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Online sexual harassment may happen on its own or as part of a wider pattern of sexual harassment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. Schools should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim
- displaying pictures, photos or drawings of a sexual nature
- up skirting (this is a criminal offence)
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of those aged under 18 is a criminal offence
- sharing of unwanted explicit content
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats
- coercing others into sharing images of themselves or performing acts they're not comfortable with online

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Parkside therefore recognises the importance of acknowledging the nature of identifying and challenging sexual violence and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies and through the curriculum.

All staff recognise the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras, lifting skirts and up-skirting.

- Dismissing or tolerating such behaviours risks normalising them.

Sexual violence

At Parkside staff are aware of what sexual violence means and the fact that children can, and sometimes do, abuse other children in this way and it can happen both inside and outside of school. When referring to sexual violence we do so in the context of child-on-child sexual violence.

When referring to sexual violence, this policy uses the definitions of sexual offences in the Sexual Offences Act 2003 as follows:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (School should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom, breast, genitalia without consent, can still constitute sexual assault).
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in a sexual activity, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party).

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. While it is important that all victims/survivors are taken seriously and offered appropriate support, staff are aware that it is more likely that girls and children with SEND are at greater risk of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape

Harmful Sexual Behaviour

Children's sexual behaviour exists on wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent (see diagram below). Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. We use the term Harmful Sexual Behaviour (HSB). HSB can occur online and/or face-to-face and can also occur simultaneously between the two. If HSB occurs we will refer to our Safeguarding and Child Protection Policy.



When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is SEND or smaller in stature.

Responding to sexual harassment, sexual violence and harmful sexual behaviour (HSB)

At Parkside we are aware of what local specialist services are in place and what support can be accessed (including victims and alleged perpetrators) when sexual harassment, sexual violence or HSB has occurred and will engage with children's social care as required.

The Designated Safeguarding Lead (or Deputy) is likely to have a complete safeguarding picture and will therefore be the most appropriate person to lead the school initial response. Important considerations will include: the wishes of the victim in terms of how they want to proceed.

We understand that any report of sexual harassment or sexual violence is likely to be complex and requires difficult decisions to be made on a case-by-case basis. We have effective training and policies in place to ensure a considered and appropriate response to any reports.

Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim asks the school not to tell anyone about the sexual violence or sexual harassment, the DSL or DDSL will have to balance the victim's wishes against their duty to protect the victim and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g., to protect the victim and other young people from harm and to promote the welfare of children;

- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature, or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- whether there are ongoing risks to the victim, other children, adult students, or school staff;
- informing parents/carers (unless this would put the victim at greater risk);
- only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, staff may be asked to monitor the victim's welfare without needing to know that they are a victim of sexual violence or harassment.

We address any inappropriate behaviour which can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma.

As a school we may use The AIM Project (Assessment, Intervention and Moving On) to provide appropriate support when assessing any instances of HSB. This is a nationally recognised and accredited tool to assist in determining healthy, problematic, and harmful sexual behaviours in children and young people. We use these tools to support with assessing risk in each individual case by:

- Deciding next steps and making decisions regarding safeguarding children;
- Assessing and responding appropriately to sexual behaviour in pupils;
- Understanding healthy sexual development and to distinguish it from problematic/ harmful behaviour;
- Assisting with communicating with parents/carers about the concerns we have

- about their child/children;
- Assisting with communicating with our partners and agencies about the concerns we have regarding a pupil in the school.

If deemed appropriate, referrals will be made to specialist support services offered by the Local Authority. We use our child protection and safeguarding policy and curriculum to promote a preventative approach in regards to sexual violence and sexual harassment.

Children sharing a classroom - initial considerations following a report of sexual violence

Any report of sexual violence is likely to be traumatic for the victim/ survivor and proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with Children's Social Care and the Police, the alleged perpetrator will usually be removed from any classes they share with the victim/ survivor. Consideration will also be given to how best to keep the victim/ survivor and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school, where appropriate. These actions are in the best interests of both children.

The school will act in accordance with advice endorsed by DfE 'Sharing nudes and semi-nudes: advice for Education Settings Working with Children and Young People' 2020. All incidents will be dealt with as safeguarding concerns. The primary concern always will be the welfare and protection of the young people involved. Young people (under 18) who share sexual imagery of themselves or their peers are breaking the law. Still, authorities will avoid criminalising young people unnecessarily.

All incidents of sharing of nude and semi-nude images and/or videos should be reported to the DSL. If there is a concern in relation to a device (e.g., mobile phone, tablet, digital camera), the member of staff will secure the device (i.e., it should be confiscated). This is consistent with DfE advice Searching, Screening and Confiscation - Advice for Headteachers, school staff and governing bodies 2018. Staff will not look at (unless directed to do so by police), copy or print any indecent images as this would be a criminal offence. The confiscated device will be passed immediately to the DSL. The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm a referral will be made to Children's Social Care and/or the Police via the MASH immediately. The Police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported incident is experimental (e.g., a child sending an image to a child with whom they are romantically involved) or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured. Aggravated incidents of sexting will be referred to MASH.

Reporting

Any incident of alleged or an actual incident of sexual harm, violence and/or sexual harassment, racism, race hate or incitement to hate will be reported to the police if it is believed an offence may have been committed. In all cases consideration is given to reporting the matter to Children Social Care Services.

In these situations, it would be appropriate to handle the incident internally, for example by utilising the Behaviour and Anti Bullying policies, providing pastoral intervention and support. We may also decide that some child/ren involved do not require Statutory Interventions; however, they may benefit from Early Help.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a pupil following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

Providing Early Help is more effective in promoting the welfare of child/ren than reacting later. This school acknowledges that an Early Help Assessment can be useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Responding to the report

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to.

If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

Our members of staff are trained to listen carefully to the child, reflecting back, using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary.

Staff will follow school's safeguarding reporting procedures.

Sanctions

We will consider the sanctions available to use as a school in reference to our Behaviour Policy.

We recognise disciplinary actions rarely resolve issues of child-on-child abuse and this school will consider all courses of action and intervention.

We recognise that emotions and feelings can run high, and we will endeavour to respond to concerns from any pupil, other pupils, parents, and the local community.

We will ensure all necessary parties including the parents/carers are informed and kept up to date. We will listen to any concerns and will work to attempt to resolve these.

The Role of Governors

The Chair of Governors/ Link Safeguarding Governor will need to be aware of the complexities when an incident or incidents come to light, and when staff in the school are trying to manage these behaviours. This includes the use of sanctions, exclusions, pressures from parents to exclude and dealing with the parents of the alleged abuser or any alleged victim/s.

It is important that governors are informed and can help with a consistent approach and policy on such matters, and we recognise governors should use any examples to help inform the schools future practice, ethos, reviewing any policy or procedure in light of this.

Multi-Agency Working

This school will work with our partners and agencies; Children's Social Care, the Police, Health and CAMHS to ensure all incidents are responded to appropriately, where necessary.

Prevention and Training

Parkside Primary School will always work hard to create a culture where child-on-child abuse does not happen.

We aim to create an ethos of good and respectful behaviour, and this should extend to all areas of the school, including travelling to and from school.

At Parkside we use 1 Decision for our PSHE / HRSE curriculum.

We hold assemblies and workshops including the PANTS Rule, NSPCC, Anti-Bullying Week and Safer Internet Day.

We will ensure that all our pupils know who to talk to, how to receive advice and help within the school. All children are reminded that they can speak to any member of staff, any member of the Pastoral Team who all wear Worry Monsters on their lanyards or they can put a note in the "Time to Talk" box in class.

Management of the Policy

We will ensure all our staff, governors and volunteers are trained in the awareness and response to all forms of bullying. This includes all forms of child-on-child abuse, racism and race hate and including any local issues and concerns in the wider context (Contextual Safeguarding).

In addition, we will ensure all our staff, governors and volunteers are aware of this policy and the supporting guidance, in order that they are clear regarding their roles and responsibilities.

The School Designated Safeguarding Lead will take a lead responsibility to ensure all identified staff are trained in the use of the AIM assessment.

The Link Safeguarding Governor is aware of all the training that is carried out in the school.

We will ensure that parents/carers are made aware of this policy and its availability on the school website.

This policy should be read in line with our other policies:

- The Safeguarding and Child Protection Policy
- The Behaviour Policy
- The Anti-Bullying policy
- The Online Safety Policy
- The Acceptable Use Policy.

Useful Contacts

Harmful Sexual Behaviour	Harmful Sexual Behaviour Lead Children's Social Care Refer via MASH. Email: tracey.goddard@walthamforest.gov.uk Tel: 020 8496 5027 Mob: 0797 476 8433
Multi-Agency Safeguarding Hub (MASH)	Phone: 020 8496 2310 Mon-Thurs, 9am-5.15pm and Fri, 9am-5pm Out of Hours: 020 8496 3000 Email: MASHrequests@walthamforest.gov.uk
LADO Team Allegations against staff and volunteers (ASV)	Phone: 020 8496 3646 Email: lado@walthamforest.gov.uk N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a same-day phone response during normal business hours
Safeguarding in Education Team Consultations / Training / Support (traded service)	Phone: 020 8496 3646 Email: safeguardingineducation@walthamforest.gov.uk
Early Help	Phone: 020 8496 1517 Email: earlyhelp@walthamforest.gov.uk
Virtual School	Phone: 020 8496 1741 Email: virtual.school@walthamforest.gov.uk Head of Virtual School: fay.blyth@walthamforestgov.uk
Special Educational Needs & Disability (SEND) Service [formerly known as Disability Enablement Service (DES)]	Phone: 020 8496 6503 Email: senteam@walthamforest.gov.uk

Female Genital Mutilation (FGM) Community Safety	Refer via MASH . Phone: 020 8496 3281
Prevent Community Safety	Refer via MASH . Phone: 020 8496 3000 Mob: 07816150037 Email: communitysafety@walthamforest.gov.uk ; Amy.Strode@walthamforest.gov.uk
Gangs Community Safety	Refer via MASH .
Adolescent Safeguarding Lead Children's Social Care	Refer via MASH . Email: Reanne.Turner@walthamforest.gov.uk
Violence against women and girls (VAWG) & Domestic Abuse one-stop-shop	Refer via MASH . Email: vawg@walthamforest.gov.uk ; domesticabuseadvice@walthamforest.gov.uk
Waltham Forest Solace Women's Aid (IDSVA)	0808 802 5565 https://www.solacewomensaid.org/advice-support
East London Rape Crisis Centre	0800 160 1036 https://niaendingviolence.org.uk/get-help/sexual-violence-and-abuse/
Ashiana Network (South Asian, Turkish & Iranian women)	020 7346 1134 https://www.refugeecouncil.org.uk/services/2865_ashiana_network
Haven Network for Survivors of Abuse (historic and current sexual abuse)	020 8520 0755 https://www.havennetwork.org.uk
The Haven, Sexual Assault Referral Centre (SARC)	0203 3299 6900 https://www.thehavens.org.uk/
Abianda for young women effected by gangs and county lines	020 7686 0520 https://www.abianda.com
Contextual Safeguarding Network Beyond Referrals- Schools	https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools

NSPCC Keeping children safe online	0808 800 5000 https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/ https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-games/
THINKUKNOW Online safety	https://www.thinkuknow.co.uk/
Childline online safety Blocking and reporting	0800 11 11 https://www.childline.org.uk/ https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-social-media/#Blockingandreporting
The Mix	0808 808 4994 https://www.themix.org.uk/
National Domestic Violence Helpline	0808 2000 247 http://www.nationaldomesticviolencehelpline.org.uk/
Stalking Helpline	030 0636 0300 https://www.suzyamlplugh.org/Pages/Category/national-stalking-helpline
National LGBT DV Helpline Broken Rainbow Galop (LGBT+)	030 0999 5428/ 020 7704 2040 Galop - the LGBT+ anti-abuse charity - Galop has provided advice, support, research and lobbying around the issues of LGBT+ policing for over 30 years.
Honour Network Helpline	0800 5999 247 https://www.karmanirvana.org.uk/
Rape Crisis	0808 802 9999 https://rapecrisis.org.uk/
Eaves Poppy Project (for trafficked survivors)	020 7735 2062 http://www.eavesforwomen.org.uk/about-eaves/our-projects/the-poppy-project/
Deaf Hope UK	07970 350 366 (SMS) http://www.signhealth.org.uk/our-projects/deafhope-projects/
Ascent Legal Advice Line	020 7608 1137 https://rightsofwomen.org.uk/get-advice/family-law/

Refuge	0808 2000 247 www.refuge.org.uk
Women's Aid 0808	0808 2000 247 https://www.womensaid.org.uk/