



SPARKEN HILL
ACADEMY

Child-on-Child Abuse Policy

Including harmful sexual behaviour, sexual harassment, sexual violence and prejudice-based and discriminatory harm

Version 1.4 | 2026-27

Document Control

Rev	Date issued	Prepared by	Approved	Comments
1.2	Sept 2022	RTL	Dec 2022	LA approved model policy
1.3	Sept 2025	RTL	18 Sept 2025	Aligned with KCSIE 2025 and statutory guidance
1.4	Sept 2026	RTL	08.10.26	Rewritten for the final September 2026 KCSIE 2026, WTSC 2026 and the NCC/NSCP Interim Addendum; aligned with the CP Policy 2026–27 (Section H)

Author	Mr R.Lilley, Principal and Designated Safeguarding Lead
Approved by	Trust Board, 08.10.26
Next review	September 2027, or sooner if statutory guidance changes or learning from practice requires it

What has changed in version 1.4 (September 2026)

- Updated to the final September 2026 version of KCSIE 2026 and Working Together to Safeguard Children 2026; out-of-date references (KCSIE 2025, WTSC 2023, Crime and Policing Bill 2025) replaced.
- Harmful sexual behaviour, sexual harassment and sexual violence are now set out as a continuum, following the restructured Part Five of KCSIE, with misogyny and misandry named as early indicators.
- New section on prejudice-based and discriminatory harm: racism, faith-targeted abuse and other discriminatory behaviour are recognised as potential child-on-child abuse (NCC/NSCP Interim Addendum, September 2026).
- Every incident involving nudes or semi-nudes, including AI-generated or altered images, now receives a safeguarding response, whether or not the image was shared consensually.
- "Risk assessment" is replaced by "risk and needs assessment", and "Early Help" by "Family Help". A template is included at Appendix B.
- Serious violence and weapons, and the revised definition of sexual abuse, are included.
- Governance terminology changed to the Trust Board. The DSL team, pupil reporting routes and support are updated to match the Child Protection Policy 2026–27.
- Content that belongs in other policies (Channel/Prevent, low-level concerns about staff) is now cross-referenced rather than repeated.

Key Contacts

Principal and Designated Safeguarding Lead (DSL)	Mr Richard Lilley 01909 534070
Deputy DSL (and EYFS DSL)	Mrs Kate Phoenix, Vice Principal 01909 534065
Additional trained DSLs	Mrs Karen Gardiner, Senior Family Support Worker and Designated Mental Health Lead 01909 534079 Mrs Deb White, Safeguarding Officer 01909 534067
Senior leaders available if no DSL is on site	Mrs Helen Brentnall, Mrs Vicky Marshall, Mrs Laura Grayson (Assistant Principals) 01909 534060
Safeguarding Trustee	Mrs Clare Middleton
Phase SENCOs	FS: Poppy Thompson KS1: Jordan Mercer Y3/4: Jess Parker and Jodie Reay Y5/6: Mercedes O'Malley
Nottinghamshire MASH (children's social care)	0300 500 80 90
Local Authority Designated Officer (LADO)	LADO@nottsc.gov.uk 0115 804 1272
Police	999 in an emergency; 101 for non-emergencies

1. Introduction and Ethos

At Sparken Hill Academy we recognise that children can abuse other children, and that this can happen in school, on the way to and from school, in the community and online. Child-on-child abuse is never acceptable. It will not be tolerated, and it will never be dismissed or passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. Downplaying such behaviour risks creating a culture of unacceptable behaviour, misogyny and an unsafe environment, and a culture in which children are less likely to report abuse.

All staff maintain an attitude of “it could happen here”. The absence of reports does not mean that abuse is not happening; it may simply not be being reported.

We take child-on-child abuse as seriously as abuse by an adult, and respond to it as a safeguarding concern. Our response is child-centred, trauma-informed, contextual and proportionate. We recognise that a child who has caused harm may themselves be vulnerable and in need of support, and that every child involved, including the child who has experienced harm, the child alleged to have caused harm and any witnesses, will need a response appropriate to their needs.

In this policy we generally refer to “the child who has experienced harm” and “the child alleged to have caused harm”. Terms such as “victim” and “perpetrator” are used only where appropriate, because many of the children involved are very young and labels can be unhelpful. We will always consider how each child would like to be described.

2. Scope and Status

This policy applies to all pupils at Sparken Hill Academy, including those in the Foundation Stage and in Sparklers (our Enhanced Provision), and to all activities organised by the Academy, including breakfast club, after-school club and educational visits. It applies to all staff, volunteers, Trustees and contractors.

This policy expands on Section H of the Academy's Child Protection Policy 2026–27, which remains the overarching safeguarding framework. Where there is any difference, the Child Protection Policy and current statutory guidance take precedence. The policy is published on the Academy website

(www.sparkenhillacademy.com) and is available from the office. A child-friendly summary is displayed in classrooms and included in welcome packs for new pupils (Appendix C).

3. Legal and Statutory Framework

This policy has regard to:

- Keeping Children Safe in Education 2026 (final September 2026 version), including Part Five: Child-on-child sexual harassment and sexual violence;
- Working Together to Safeguard Children 2026;
- the Nottinghamshire County Council and NSCP Interim Addendum to the Model Child Protection Policy 2026/27 (September 2026) and Nottinghamshire Safeguarding Children Partnership procedures;
- the Children Act 1989 and Children Act 2004, and section 157 of the Education Act 2002 (safeguarding duty of academy proprietors);
- the Sexual Offences Act 2003;
- the Equality Act 2010, including the Public Sector Equality Duty, and the Human Rights Act 1998;
- the Crime and Policing Act 2026, including the forthcoming mandatory duty to report child sexual abuse, which the Academy will implement when it comes into force
- the Children's Wellbeing and Schools Act 2026;
- the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025;
- the Online Safety Act 2023;
- DfE guidance: Behaviour in schools; Searching, screening and confiscation; Mobile phones in schools; and Relationships Education and Health Education statutory guidance;
- UKCIS: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

The Academy recognises that harassment, violence and abuse, including of a sexual or discriminatory nature, may breach a child's rights under the Human Rights Act 1998 and the Equality Act 2010.

4. Roles and Responsibilities

The Trust Board

The Trust Board ensures that the Academy has effective child-on-child abuse arrangements, that staff are trained, and that there is an inclusive, anti-discriminatory culture in which racism and other discriminatory behaviour are recognised, challenged and addressed as part of safeguarding. The Safeguarding Trustee, Mrs Clare Middleton, has oversight of this policy and reports to the Trust Board.

The Principal

The Principal, Mr Richard Lilley, has overall responsibility for this policy and its implementation, and for liaising with the Trust Board, parents and carers, the Local Authority and other agencies.

The Designated Safeguarding Lead and deputies

The DSL leads the Academy's response to child-on-child abuse. With the Deputy DSL and additional trained DSLs, the DSL decides how each report is managed, completes risk and needs assessments, makes referrals, coordinates support, keeps records on CPOMS, and reviews patterns. The DSL works closely with the phase SENCOs where children involved have SEND.

All staff

All staff must understand that child-on-child abuse can happen inside and outside school and online, know the signs and indicators, challenge inappropriate behaviour and language immediately, and report every concern to a DSL without delay. Staff must not assume that someone else will act.

Pupils, parents and carers

Pupils are taught to treat each other with respect, to tell a trusted adult if they are worried about themselves or someone else, and that they will be listened to. Parents and carers are asked to report concerns to the Academy, to support the Academy's approach, and to avoid discussing incidents involving other children on social media.

5. What Is Child-on-Child Abuse?

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

- bullying, including cyberbullying and prejudice-based or discriminatory bullying;
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents (see Section 6);
- abuse connected to misogyny, misandry or other harmful attitudes;
- abuse in intimate personal relationships between children;
- physical abuse, such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, which may include an online element that facilitates, threatens or encourages it;
- serious violence, including threats, intimidation, and carrying or using weapons;
- harmful sexual behaviour, sexual harassment and sexual violence (see Section 7);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party;
- the consensual or non-consensual making or sharing of nude or semi-nude images or videos, including images that have been digitally altered or generated using artificial intelligence (see Section 8);
- upskirting, which is a criminal offence;
- initiation or hazing-type violence and rituals, which may also indicate wider exploitation such as child sexual exploitation or child criminal exploitation;
- online abuse, harassment, impersonation, manipulation, and the use of technology or generative AI to create, alter or distribute harmful material.

Abuse may be carried out by one child or a group, may be face to face, online or both, and may affect children of any age or background. Different forms of abuse often overlap.

6. Prejudice-Based and Discriminatory Harm

Children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination relating to, for example, disability, sex, sexual orientation or perceived identity. Such experiences can affect a child's welfare, wellbeing, mental health, sense of safety and willingness to seek help.

Discriminatory behaviour between children is recognised as a potential form of child-on-child abuse. It will not be treated solely as a behaviour, equality or disciplinary matter where it may affect a child's welfare, wellbeing or safety. Where appropriate, concerns will be:

- reported to a DSL and recorded on CPOMS
- considered alongside other information known about the children involved;

- assessed for their effect on the child's welfare, wellbeing and sense of safety;
- responded to through both safeguarding and behaviour procedures; and
- reviewed to identify patterns, wider risks or additional support needs.

The absence of previous reports does not mean that discriminatory or prejudice-based harm is not occurring. Patterns of discriminatory incidents are reported to the Trust Board as part of the termly safeguarding report.

7. Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence

Children's sexual behaviour exists on a continuum, from behaviour that is normal and developmentally expected, through inappropriate and problematic behaviour, to behaviour that is abusive or violent. Harmful sexual behaviour (HSB) can escalate into sexual harassment and sexual violence, and early identification and intervention, including challenging misogynistic language and attitudes, can help prevent this.

Staff use their knowledge of child development, and tools such as the Brook Sexual Behaviours Traffic Light Tool, to recognise when a behaviour is a concern. They must not make specialist assessments beyond their role: all concerns are reported to a DSL. In deciding how to respond, the DSL considers:

- the age and developmental stage of each child, and any SEND, communication needs or trauma;
- the nature, frequency and seriousness of the behaviour, and whether it is repeated or escalating;
- any coercion, intimidation, secrecy or imbalance of power, including age, size, status or ability;
- the effect on the child who has experienced the behaviour;
- the online and offline context, and whether other children may be at risk;
- whether the behaviour may indicate that a child has experienced or witnessed abuse.

Sexual harassment

Sexual harassment is unwanted conduct of a sexual nature, online or offline. It includes sexual comments, remarks, stories or jokes; comments about clothing or appearance; sexualised name-calling; physical behaviour such as deliberately brushing against someone or interfering with their clothes; displaying pictures, photos or drawings of a sexual nature; upskirting; and online sexual harassment, including the sharing of unwanted explicit content and sexualised online bullying.

Sexual violence

Sexual violence refers to offences under the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent. A child under 13 can never provide valid consent to sexual activity. Reports of sexual violence are always referred to children's social care and the police, and are never managed by the Academy alone.

Definition of sexual abuse

Staff use the revised definition of sexual abuse in the final September 2026 KCSIE, which is set out in Section D of the Child Protection Policy. It includes forcing, causing or inciting a child to take part in sexual activities, and recognises that sexual abuse can be committed by other children.

8. Nudes and Semi-Nudes, Including AI-Generated Images

Every incident involving the making or sharing of nude or semi-nude images or videos requires a safeguarding response, whether the image was shared consensually or not, and whether it is real, digitally altered or wholly generated by artificial intelligence (sometimes called a “deepfake” or “deep nude”). The first response is pastoral and safeguarding-focused, not disciplinary.

Staff must:

- never view, copy, print, forward, save or delete the image, and never ask a child to show or send it;
- secure any device where it is safe to do so, and pass it to a DSL;
- report the concern verbally to a DSL immediately and record it on CPOMS.

Only the DSL may decide whether it is necessary to view an image, and only in the limited circumstances set out in the UKCIS guidance. The DSL will consider referral to MASH and the police, assess the needs of every child involved, inform parents unless this would increase the risk to a child, and help the child to have images removed, for example using the Childline and IWF Report Remove tool.

9. Children Who May Be at Greater Risk

Any child can experience or cause child-on-child abuse, but some children may be more vulnerable, including children:

- with SEND, who may face additional barriers to recognising or reporting abuse, and whose indicators of abuse may be mistaken for their needs;
- who are looked after or previously looked after, in kinship care, or who have a social worker;
- who are young carers, or who are experiencing domestic abuse or other adversity at home;
- who are, or are perceived to be, lesbian, gay or bisexual, or who are questioning their gender;
- who experience racism, faith-based prejudice or other discrimination;
- who experience mental health difficulties;
- who are frequently absent from education;
- who are exposed to harmful online content, including misogynistic, violent or sexually explicit material.

Girls are more likely to experience sexual harassment and sexual violence, and boys are more likely to cause it, but any child can be affected, and boys who experience abuse may face particular barriers to reporting. Staff must avoid assumptions based on sex, age or any other characteristic.

10. Prevention

Culture

- An ethos in which all children feel able to share concerns and are confident they will be listened to, taken seriously and acted upon.
- Immediate challenge of inappropriate language, attitudes and behaviour, including sexist, misogynistic, misandrist, racist, homophobic, biphobic and other discriminatory language.
- A Relationships and Behaviour Regulation Policy that promotes positive relationships and respect, and fundamental British values.

Curriculum

Relationships Education, Health Education and PSHE are taught in line with current DfE statutory guidance, in an age-appropriate, accessible way. Children learn about healthy and respectful

friendships and relationships, boundaries and personal space, their body and privacy (including the correct names for body parts), how to recognise unsafe behaviour and whom to tell, online safety and digital citizenship, and equality, difference and respect. Learning is reinforced through assemblies, themed weeks and work with partners such as the NSPCC and the police.

Environment and supervision

- Appropriate supervision at all times, including at break, lunchtime, in toilets and changing areas, at wraparound care and on visits, with attention to areas identified as less safe.
- CCTV in communal areas, operated in line with the CCTV Policy and never in private spaces.
- Pupil mobile phones are handed to the class teacher at the start of the day and returned at the end.
- Filtering and monitoring through Smoothwall, with alerts RAG-rated to the Principal and reviewed at least annually, in line with the Online Safety Policy.

Working with parents and carers

We share information with parents about child-on-child abuse, online safety and healthy relationships, explain our approach, and signpost support. Parents are consulted on this policy and on the Relationships Education curriculum.

11. How Concerns Can Be Reported

Children (including bystanders)

Children are taught that they can talk to any adult in school, and are regularly reminded who their trusted adults are. They can also report a worry:

- through the Worry Box in every class from Foundation Stage to Year 6, checked every day by the Community Team, with every entry followed up in person by a DSL;
- in Key Stage 2, by scanning the QR code posters in classrooms, corridors and toilets with their iPad;
- through the Year 6 Worry Ambassadors, who take a child to a trusted adult;
- through the termly pupil voice survey on whether children feel safe.

Children who cannot write, or who are at an early stage of learning English, are supported to use pictures, symbols, emotion cards or an adult to report. Children with SEND use the routes agreed in their support plan. Children are taught that they will not be in trouble for reporting, and that they must always tell an adult straight away if someone is in danger.

Parents and carers

Parents should contact a DSL through the Academy office (01909 534060, office@sparkenhill.com) or speak to their child's class teacher, who will pass the concern to a DSL the same day. We ask parents to bring concerns to us rather than discussing them with other families or on social media, and to understand that we may not be able to share information about other children.

Staff, volunteers and visitors

Staff report every concern to a DSL immediately and record it on CPOMS. Visitors report to a DSL, the Principal or a senior leader before leaving the site. If a child is at immediate risk, anyone may contact MASH or the police directly; the absence of a DSL must never delay protective action.

12. Responding to a Report

The adult who receives the report

- Listen calmly and take the child seriously. Reassure them that they have done the right thing and that it is not their fault.
- Use open prompts only where needed. Do not ask leading questions or investigate.
- Do not promise confidentiality. Explain that you must tell someone who can help.
- Record the child's own words as soon as possible, and report to a DSL immediately.
- Where the report involves images, follow Section 8.

Where possible, two members of staff should be involved in managing the report, one of whom should be a DSL.

The DSL's initial response

The DSL will consider the immediate safety of all children involved, the wishes of the child who has experienced harm, whether a crime may have been committed, whether other children are at risk, the need to preserve evidence, the ages and developmental stages of the children, any power imbalance, and whether the incident is a one-off or part of a pattern. The DSL will then decide on one or more of the following responses:

Response	When it is likely to be appropriate
Manage internally	Where the behaviour is at the lower end of the continuum and can be addressed through education, pastoral support and the behaviour policy, with a risk and needs assessment where needed.
Family Help	Where the children involved, or their families, would benefit from coordinated multi-agency support.
Referral to children's social care (MASH)	Where a child has been harmed, is at risk of harm or is in immediate danger. Referrals may lead to assessment under section 17 or section 47 of the Children Act 1989.
Report to the police	Alongside a MASH referral, where a report includes rape, assault by penetration or sexual assault, or where another crime may have been committed. Children under 10 are below the age of criminal responsibility, but the police may still be informed so that they can support a safeguarding response.

The Academy will not carry out a criminal investigation. Where the police or children's social care are involved, the DSL will agree with them how the Academy's safeguarding and behaviour processes should proceed without prejudicing their enquiries.

13. Risk and Needs Assessment

Following a report of sexual violence, and wherever else it is appropriate, the DSL will complete and record a risk and needs assessment (Appendix B). It considers the safety and needs of the child who has experienced harm, the child alleged to have caused harm and any other children affected, including shared classes, breaks, lunchtimes, toilets, transport, clubs, siblings and online contact. It sets out the actions to reduce risk and provide support, and is reviewed whenever new information emerges, circumstances change, or the actions are not working.

Where a social worker or other specialist completes a professional risk assessment, it will inform, not be replaced by, the Academy's assessment.

14. Supporting the Children Involved

The child who has experienced harm

The child will be believed and taken seriously, and will be supported to feel safe in school. Support may include a named trusted adult, regular check-ins, a safety or support plan, adjustments to classes, seating or spaces, support from the Community Team (including ELSA, play therapy and other emotional health support), referral to specialist services, and help with attendance and learning. The child should not be made to feel responsible for any changes, and should not be moved from classes or activities unless they wish it or it is necessary for their safety.

The child alleged to have caused harm

The child will receive an appropriate safeguarding response alongside any consequences. This may include an assessment of their needs and circumstances, education to help them understand the impact of their behaviour, pastoral or specialist support, family support, and a support plan agreed with parents. We will consider whether the behaviour indicates that the child has experienced or witnessed abuse themselves.

Other children

Children who witnessed, shared information about, or were otherwise affected by an incident will be offered support. Where appropriate, wider issues within a class or year group will be addressed through additional teaching.

15. Behaviour and Disciplinary Action

Safeguarding support and disciplinary action can take place alongside each other. Any sanction will be fair, proportionate and consistent with the Relationships and Behaviour Regulation Policy, and will take into account the child's age, development, SEND and circumstances. Where the police or children's social care are involved, the timing of any sanction will be agreed with them. The Academy may consider suspension, permanent exclusion, a managed move or an off-site direction in line with statutory guidance and the Behaviour Policy.

16. Working with Parents and Carers

Parents and carers of all the children involved will usually be informed and involved in planning support, unless doing so would put a child at greater risk, prejudice a police or social care enquiry, or otherwise not be in a child's best interests. The DSL will consider communication with each family separately and will explain what information can and cannot be shared about other children.

17. Recording and Information Sharing

All concerns, discussions, decisions and reasons for decisions, referrals, risk and needs assessments, support and outcomes are recorded on CPOMS. Records are factual, distinguish fact from opinion, and are kept confidential, securely stored and separate from the main pupil record. They are transferred securely when a child moves school.

Information is shared confidently where it is relevant, necessary and proportionate to safeguarding and promoting the welfare of children, in line with KCSIE 2026, WTSC 2026 and data protection law. Fears about sharing information must never prevent action to protect a child.

18. Special Considerations

Children with SEND and pupils in Sparklers

The DSL works closely with the phase SENCO so that the child's communication needs and support plan inform how their views are gathered, how the behaviour is understood, and what support is put in place. Staff must not assume that a behaviour is caused by a child's SEND without exploring whether it indicates abuse.

Looked-after and previously looked-after children

The DSL and the Designated Teacher for Looked-After Children (Mr Richard Lilley) liaise with the child's social worker, carers and Virtual School.

Children who are LGB or questioning their gender

The Academy follows the guidance in KCSIE 2026 and Section F of the Child Protection Policy. Children who are, or are perceived to be, LGB, or who are questioning their gender, will be supported and protected from bullying and harassment. Parents are involved unless there is a safeguarding reason not to do so.

19. Training

All staff receive safeguarding training at induction and at the September INSET, with updates at least termly. Training covers the forms and indicators of child-on-child abuse; the HSB continuum and the escalatory nature of misogyny; prejudice-based and discriminatory harm; nudes and AI-generated imagery; how to respond to and record a report; and this policy. DSLs receive enhanced training at least every two years. The training record is held by Mrs Deb White.

20. Monitoring, Review and Trust Board Assurance

The DSL reviews child-on-child abuse records at the half-termly Vulnerability Tracker meetings to identify patterns, including by type of abuse, location, time, year group and pupil characteristics, and to check that responses were timely and effective. The DSL's termly safeguarding report to the Trust Board includes anonymised data on child-on-child abuse and prejudice-based incidents, trends, and actions taken, together with feedback from the pupil voice survey.

The Safeguarding Trustee considers child-on-child abuse arrangements as part of her annual safeguarding visit. Learning from incidents informs staff training, the curriculum, supervision arrangements and this policy.

This policy is reviewed annually, and sooner if statutory guidance changes, following a significant incident, or in response to feedback or inspection findings.

21. Complaints

Parents and carers who are not satisfied with the Academy's response should raise this under the Complaints Policy, available on the website or from the office. Any concern that a child may have been harmed will be dealt with under the Child Protection Policy.

22. Linked Policies

Policy	How it links
Child Protection Policy 2026–27	Overarching safeguarding framework; Section H, child-on-child abuse; Section D, definition of sexual abuse
Relationships and Behaviour Regulation Policy	Behaviour expectations, consequences, suspension and off-site direction
Anti-Bullying Policy	Preventing and responding to bullying
Online Safety Policy	Filtering and monitoring, and online risks
Equality Policy	Promoting inclusion and addressing discrimination
SEND Policy and Information Report	Support for children with SEND
Relationships and Health Education (RSHE) Policy	Preventative curriculum
Mental Health and Wellbeing Policy	Emotional health pathway and support
CCTV Policy	Monitoring of communal areas
Staff Code of Conduct and Low-Level Concerns procedure	Staff conduct and concerns about adults
Complaints Policy	Raising concerns about the Academy's response
Prevent risk assessment	Concerns about radicalisation and referral to Channel

23. Support and Resources

Organisation	Contact
Childline	0800 1111 www.childline.org.uk
Childline and IWF Report Remove (removing nude images online)	www.childline.org.uk/report-remove
NSPCC Helpline	0808 800 5000
CEOP (online sexual abuse)	www.ceop.police.uk
Family Lives	0808 800 2222
Nottinghamshire MASH	0300 500 80 90
Brook (Sexual Behaviours Traffic Light Tool)	www.brook.org.uk
NSPCC Learning	learning.nspcc.org.uk
Anti-Bullying Alliance	anti-bullyingalliance.org.uk

Appendix A: Responding to Child-on-Child Abuse — Quick Guide for Staff

Step	Action
1	Make the children safe. If anyone is in immediate danger, call 999.
2	Listen calmly. Do not investigate, ask leading questions, or promise confidentiality. Reassure the child that they were right to tell you and that it is not their fault.
3	If images are involved, do not view, copy, forward or delete them. Secure the device if safe to do so.
4	Tell a DSL immediately, in person or by phone: Mr Lilley, Mrs Phoenix, Mrs Gardiner or Mrs White. If none is available, tell a senior leader. Never delay protective action.
5	Record on CPOMS the same day, using the child's own words, and including what you saw, what was said, and who was present.
6	The DSL decides the response: manage internally, Family Help, MASH referral and/or police. Sexual violence is always referred.
7	The DSL completes a risk and needs assessment where appropriate, informs parents unless this would increase risk, and arranges support for every child involved.
8	The DSL reviews the plan, records outcomes, and considers any learning for the Academy.

Appendix B: Risk and Needs Assessment and Support Plan

Child who has experienced harm (initials, class)	
Child alleged to have caused harm (initials, class)	
Other children affected	
Date and summary of incident or report	
Agencies involved (MASH, police, other) and reference	
Completed by (DSL)	
Date of assessment	
Date of next review	

Assessment

Consideration	Risks identified	Actions agreed (who and by when)
Safety and wellbeing of the child who has experienced harm		
Needs and circumstances of the child alleged to have caused harm		
Other children (siblings, friends, witnesses)		
Classes, seating and group work		
Break times, lunchtime and toilets		
Arrival, departure and transport		
Breakfast club, after-school club and other activities		
Online contact and social media		
Risk of repetition, retaliation or bullying		
Views and wishes of each child		
Parent and carer communication		
Support (trusted adult, Community Team, specialist services)		

Review outcome and changes made	
Signed (DSL) and date	

Appendix C: Child-Friendly Summary — Keeping Each Other Safe

At Sparken Hill, everyone has the right to feel safe.

- Nobody is allowed to hurt you, touch you in a way you don't like, say unkind things about who you are, your skin colour, your religion or your family, or send you pictures that make you feel worried.
- Nobody is allowed to ask you to show private parts of your body, or to send pictures of yourself.
- Your body belongs to you. Private parts are private.
- If something is worrying you, or you see it happen to someone else, tell a grown-up you trust. You can tell any adult in school.
- You can also post a note or drawing in your class Worry Box, scan a QR poster on your iPad (KS2), or ask a Worry Ambassador to take you to an adult.
- You will not be in trouble for telling. Adults will listen to you and help you.
- You can call Childline any time on 0800 1111. It is free.

Our Designated Safeguarding Leads are Mr Lilley, Mrs Phoenix, Mrs Gardiner and Mrs White.