



Priory Junior School

Child-on-Child Abuse Policy

2026/27

Headteacher	Mr Jack Cross
Designated Safeguarding Lead	Mr Jack Cross
Deputy / Additional Safeguarding Leads	Miss Holly Edwards / Miss Sophie Gilbert
Safeguarding Governor	Mrs Joanne Reynolds
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1. Purpose, scope and status

This policy explains how Priory Junior School prevents, identifies, reports, records and responds to child-on-child abuse. It applies to all children, staff, supply staff, governors, volunteers, contractors and visitors and covers incidents occurring on the school site, during school activities, on journeys to and from school, in the community and online.

It should be read alongside the Whole School Child Protection Policy 2026/27. Where this policy and the Child Protection Policy overlap, the Child Protection Policy provides the overarching safeguarding and referral framework. Safeguarding action will not be delayed because an incident also falls under the Behaviour, Anti-Bullying, Online Safety or Complaints policies.

This policy is informed by Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, Nottinghamshire Safeguarding Children Partnership procedures, the Children Acts 1989 and 2004, the Education Act 2002, the Equality Act 2010, the Human Rights Act 1998, the Sexual Offences Act 2003, data protection law, UKCIS guidance on sharing nudes and semi-nudes, and relevant Department for Education guidance on searching, screening and confiscation.

2. Our safeguarding principles

At Priory Junior School, we LEARN with PRIDE. Peace, Respect, Independence, Determination and Equality underpin our approach to relationships, behaviour and safeguarding. Every child has the right to feel safe, to be heard and to receive appropriate help and protection.

- We maintain an attitude of “it could happen here”. The absence of reports does not mean abuse is not taking place.
- We have a zero-tolerance approach to child-on-child abuse. This means harmful behaviour is never normalised, minimised or dismissed; responses will remain child-centred, proportionate and based on safeguarding need.
- Abuse will never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.
- Children who report harm will be listened to, taken seriously and supported. They will not be made to feel responsible for causing a problem by reporting.
- Children alleged to have caused harm will also receive an appropriate safeguarding response. Their needs, vulnerabilities and any experiences of abuse, neglect, exploitation or trauma will be considered.
- We will consider the age, developmental stage, SEND, communication needs, protected characteristics, lived experience and any power imbalance affecting the children involved.
- The wishes and feelings of children will be considered while balancing the school’s duty to protect them and others.
- Safeguarding action and proportionate disciplinary action may take place alongside each other.

Terminology: official guidance sometimes uses the terms “victim” and “alleged perpetrator”. In day-to-day practice, we will normally use child-centred language such as “the child who has experienced harm” and “the child alleged to have caused harm”, unless a child prefers different terminology or another term is necessary for a statutory process.

3. Roles and responsibilities

3.1 Governing Body

The Governing Body has strategic responsibility for ensuring that child-on-child abuse is addressed within the school’s safeguarding arrangements. It will seek assurance that reporting systems are accessible, staff are trained, concerns are recorded and acted upon, patterns are reviewed, children receive appropriate support, and the policy is effective in practice.

3.2 Headteacher

The Headteacher is responsible for implementing this policy, promoting a safe culture, ensuring appropriate staff training and resources, and coordinating safeguarding and behaviour arrangements. Where the Headteacher is also the DSL, sufficient time and support will be provided for both roles.

3.3 Designated Safeguarding Lead and safeguarding team

The DSL has lead responsibility for the school’s response to child-on-child abuse. The DSL or a trained deputy/additional safeguarding lead will:

- receive and review reports without delay and ensure immediate safety needs are addressed
- decide whether advice, Early Help, Family Help, children’s social care, police or specialist support is required
- coordinate and record risk and needs assessments and safety plans
- ensure the child’s wishes, feelings and lived experience inform decision-making
- work with parents/carers where safe and appropriate
- liaise with external agencies and ensure school action does not prejudice statutory or criminal investigations
- review patterns, locations, peer-group dynamics and online factors and recommend whole-school improvements
- ensure appropriate support for all children affected.

3.4 All staff

All staff must recognise that children can abuse other children, including online. Staff must report concerns without delay, respond appropriately to disclosures, follow the school's recording procedures, preserve confidentiality, and must not investigate safeguarding concerns themselves.

4. What child-on-child abuse may look like

Child-on-child abuse can be carried out by one child or a group of children and can affect any child. Different forms of harm may overlap and can move between online and offline environments. It may include, but is not limited to:

- bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying
- physical abuse, including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- physical assault, threats of harm and harm involving a weapon
- emotional or psychological abuse, intimidation, humiliation or coercive and controlling behaviour
- abuse in intimate personal relationships between children
- harmful sexual behaviour, sexual harassment and sexual violence
- misogynistic, misandrist, sexist or sexualised behaviour and language
- causing someone to engage in sexual activity without consent, including forcing someone to strip, touch themselves or engage in activity with another person
- consensual or non-consensual making or sharing of nudes or semi-nudes, including images altered or generated using artificial intelligence
- upskirting
- initiation or hazing-type violence and rituals
- online abuse, impersonation, harassment, threats, coercion, blackmail, manipulation or distribution of harmful material
- abuse linked to exploitation, serious violence, peer groups or wider extra-familial harm.

Staff should consider whether behaviour that appears to be conflict, bullying, aggression, sexualised behaviour, absence, secrecy or offending may indicate that a child is being groomed, coerced, exploited or harmed by others.

5. Harmful sexual behaviour, sexual harassment and sexual violence

5.1 Harmful sexual behaviour

Children's sexual behaviour exists on a continuum from developmentally expected behaviour through to inappropriate, problematic, abusive or violent behaviour. The school will not label a child solely on the basis of behaviour; it will consider the behaviour within its context and seek specialist advice where necessary.

When considering a concern, the DSL will take account of:

- the ages and developmental stages of the children
- the nature, frequency, duration and seriousness of the behaviour
- whether there is coercion, intimidation, secrecy, force or a power imbalance
- the impact on the child who has experienced the behaviour
- whether the behaviour is repeated, escalating or part of a wider pattern
- SEND, communication needs, trauma, vulnerabilities and previous experiences
- online and offline context, peer-group dynamics and the possibility of wider exploitation
- whether siblings, friends, witnesses or other children may be at risk.

5.2 Sexual harassment

Sexual harassment is unwanted conduct of a sexual nature which may occur online or offline, inside or outside school. It can include sexual comments or jokes; sexualised name-calling; remarks about clothing or appearance; unwanted touching or deliberately brushing against someone; interfering with clothing; displaying sexual images or drawings; upskirting; sexualised online bullying; unwanted sexual messages; sharing unwanted explicit content; coercion or threats; or pressuring another child to share images or perform acts online.

5.3 Sexual violence

Sexual violence includes sexual offences such as rape, assault by penetration and sexual assault. It can occur between children of any age and sex, including within intimate relationships, and can occur online or outside school. The starting point where rape, assault by penetration or sexual assault is reported is that the matter should be passed to the police, usually in parallel with a referral to children's social care. This applies even where the child alleged to have caused harm is under the age of criminal responsibility; the police response may then be welfare-focused rather than criminal justice-focused.

6. Nudes, semi-nudes and AI-generated sexual imagery

For this policy, “nudes and semi-nudes” includes the creation, sending, posting or sharing of nude or semi-nude photographs, videos or livestreams involving a person under 18. Images may be self-generated, taken by another person, digitally altered or wholly generated using artificial intelligence, including “deepfake” or “deep nude” imagery.

All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, whether the image-sharing is described as consensual or non-consensual. The response will be proportionate and will consider age, development, circumstances, coercion, exploitation, vulnerability and the wider context.

- Staff must not intentionally view, copy, print, save, forward or ask a child to share or display harmful or illegal imagery.
- If harmful material is suspected on a pupil device, the device may be secured or confiscated in accordance with the Behaviour and Online Safety procedures and the concern must be reported to the DSL immediately.
- The DSL will decide any search, deletion, referral, evidence-preservation or police action in line with current DfE searching guidance and UKCIS advice.
- Staff will avoid unnecessary duplication or further distribution of images and will protect the child’s privacy and dignity.
- Children will be supported to use appropriate reporting/removal routes where images have been shared online.

7. Recognising concerns and barriers to reporting

Children may not describe what has happened as abuse or may not feel ready or able to tell an adult. A report may be indirect, made by a friend or witness, or prompted by a change in behaviour, attendance, presentation, friendships, online activity or emotional wellbeing. Staff must act on concerns and not wait for a direct disclosure.

Some children may face additional barriers to recognising or reporting harm. Staff will remain professionally curious and consider, among other factors:

- SEND, disability, health conditions or communication needs
- fear of not being believed, embarrassment, shame, threats or retaliation
- age, developmental stage or limited understanding of consent and boundaries
- sex, sexual orientation, protected characteristics or prejudice
- language or cultural barriers
- social isolation, peer pressure, loyalty to a friendship group or fear of losing friends
- previous trauma, abuse, neglect or exploitation
- online pressure, blackmail, anonymous accounts or fear that material will be shared more widely.

Staff will not make assumptions based on a child’s characteristics, behaviour or reputation. Behaviour that appears challenging or harmful may itself be a sign of unmet need or previous harm.

8. How concerns can be reported

8.1 Children

Children are regularly reminded through class teaching, RSHE/PSHE, assemblies, pupil voice and day-to-day pastoral contact that they can speak to any trusted adult, including their class teacher, support staff or a member of the safeguarding team. Safe spaces and regular check-ins are used where needed. Reporting and communication arrangements are adapted for children with SEND or communication needs, using familiar adults and appropriate communication methods.

Children are taught that they can report something that has happened to them, something they have witnessed, or something they are worried may be happening to another child. Bystander reports will be taken seriously.

8.2 Parents and carers

Parents and carers who are concerned that their child has experienced, witnessed or may have caused child-on-child abuse should contact the school and ask to speak to the DSL or a member of the safeguarding team. Concerns can be raised in person, by telephone or in writing through the school’s usual contact arrangements. Urgent safeguarding concerns should be raised verbally without delay.

8.3 Staff

At Priory Junior School, staff report concerns verbally to the DSL (Mr Jack Cross) or a trained deputy/additional safeguarding lead (Miss Holly Edwards or Miss Sophie Gilbert) as soon as possible and without waiting until the end of the day. The concern must then be recorded immediately, and by the end of the same working day, on the school’s secure safeguarding recording system.

If the DSL is unavailable, staff report to a trained deputy/additional safeguarding lead. If none is available, staff alert the most senior person on site so urgent action is not delayed. Any member of staff may make a direct referral to Nottinghamshire MASH or contact the police where necessary. Outside normal school hours, urgent safeguarding concerns must not wait for the school to reopen.

8.4 Visitors and volunteers

Visitors and volunteers must report any concern they witness or are told about to the DSL, a member of the safeguarding team or the Headteacher before leaving the site wherever possible. They must not investigate the concern or delay reporting while attempting to gather more information.

9. Responding to a disclosure or report

The school's initial response can affect whether a child feels safe to continue speaking and whether other children feel confident to report concerns in future. Staff will respond calmly, respectfully and with empathy.

When a child shares a concern, staff should:

- listen carefully and give the child their full attention
- reassure the child that they have done the right thing by speaking and that they will be supported and kept safe
- never suggest that the child is creating a problem or make them feel ashamed
- use the child's language and ask only open questions where clarification is necessary
- avoid leading, repeated or investigative questions
- not promise confidentiality; explain that information will be shared only with people who need it to help keep children safe
- not confront the child alleged to have caused harm or attempt to investigate
- not ask the child to produce a written statement or repeatedly retell their account
- record the child's own words, wishes and feelings as accurately as possible
- report the concern to the DSL or a deputy immediately.

Where possible and appropriate, serious reports may be managed with two members of staff present, preferably including the DSL or a deputy. This should not delay the child being heard or any immediate protective action.

10. DSL response and decision-making

The DSL or a deputy will lead the school's safeguarding response. Decisions will be made case by case and will be carefully recorded. Immediate action will not be delayed while awaiting a full picture or an external agency response.

10.1 Immediate considerations

- the immediate safety and welfare of every child involved
- the child's wishes and feelings and how much control can safely be offered over next steps
- whether emergency medical assistance or police protection is required
- the nature and seriousness of the concern and whether a crime may have been committed
- the ages and developmental stages of the children
- power imbalance, coercion, intimidation, discrimination or exploitation
- whether the concern is isolated or part of a repeated or escalating pattern
- whether siblings, witnesses, friends or other children may be at risk
- shared lessons, spaces, clubs, journeys, transport, social times and online contact
- wider contextual concerns, including peer groups, locations, CSE, CCE or serious violence
- whether and when parents/carers should be informed
- whether advice, universal support, Early Help, Family Help, children's social care, police or specialist services are required.

10.2 Common response pathways

Pathway	How it may be used
Manage internally	For some one-off or lower-level harmful behaviour, the school may manage the matter through safeguarding, behaviour and pastoral arrangements, provided risk is understood and statutory referral is not required.
Universal / community-based Early Help	The school may provide or coordinate early support through education, health, community or voluntary services alongside its internal response.
Family Help / children's social care	Where children or families need targeted support, or where a child has been harmed, is at risk of harm or is in immediate danger, the DSL will use Nottinghamshire thresholds and referral pathways. A Family Help assessment is not required before a child protection referral.
Police	Where rape, assault by penetration or sexual assault is reported, the starting point is to report to police, normally alongside children's social care. Other incidents may also require police involvement depending on the nature of the alleged offence and risk.

Regardless of the pathway, the school's zero-tolerance approach remains: abuse is never acceptable and will not be normalised. All concerns, discussions, decisions and their rationale will be recorded.

11. Risk and needs assessment

Following a report of sexual violence, the DSL or a deputy will complete an immediate risk and needs assessment. For sexual harassment and other child-on-child abuse, the need for a formal risk and needs assessment will be considered case by case. Any assessment will be recorded and regularly reviewed.

The assessment will consider:

- the safety, support needs, wishes and vulnerabilities of the child who has experienced harm
- the needs, circumstances and vulnerabilities of the child alleged to have caused harm
- potential other children at risk, including siblings, witnesses and friendship groups
- the wider school community and staff who may need safeguarding information
- where and when the incident happened and whether changes to supervision or the environment are needed
- shared classrooms, corridors, social spaces, clubs, transport and before/after-school arrangements
- online contact, group chats, social media, gaming, image-sharing or other technology
- the likelihood of repetition, retaliation, intimidation, bullying or wider peer-group involvement
- the actions required to reduce risk while preserving education, dignity and normal routines wherever possible.

In cases of sexual violence, professional risk assessments by social workers or sexual violence specialists are likely to be required. The school's assessment does not replace specialist assessment; it will be updated in light of professional advice and new information.

Separation and shared space: For reports of rape or assault by penetration, the child alleged to have caused harm will be removed from shared classes with the child who has reported harm while the school establishes the facts and liaises with children's social care and police. For other sexual harassment or sexual violence reports, proximity, shared classes, premises and transport will be considered immediately. Safety measures are protective and do not represent a judgement of guilt.

12. Supporting children

12.1 The child who has experienced harm

The child's safety, wishes and needs will be central to the response. Support will be proportionate to the incident and reviewed as circumstances change. Wherever possible, the aim is for the child to continue their normal routine and experience school as a safe place.

- an identified trusted adult and regular check-ins
- a written safety or support plan where appropriate
- adjustments to lessons, seating, social times, routes, clubs, transport or shared spaces
- pastoral, therapeutic, health or specialist support
- support with attendance, learning, sleep, anxiety or emotional wellbeing
- support to address bullying, retaliation, rumours or online fallout
- reasonable adjustments and accessible communication for children with SEND or additional needs
- referral to external services where appropriate.

The child will not be made to feel responsible for disruption caused by safeguarding arrangements. Where changes are needed, the school will consider whether the burden can be placed elsewhere and will discuss arrangements sensitively with the child.

12.2 The child alleged to have caused harm

A child alleged to have caused harm may also have unmet safeguarding needs. The school will consider their welfare and circumstances while maintaining appropriate boundaries and protecting other children. Support may include:

- assessment of safeguarding, family, SEND, mental health, trauma or exploitation needs
- a trusted adult, pastoral intervention or specialist support
- education to understand consent, boundaries, relationships and the impact of behaviour
- family support, Early Help or Family Help
- reasonable adjustments and risk-management measures
- proportionate disciplinary action under the Behaviour Policy
- referral to children's social care, police or specialist services where required.

12.3 Other affected children

Witnesses, friends, siblings, bystanders and children affected by rumours, group dynamics or online sharing may also need support. The DSL will consider whether wider groups require safeguarding education, pastoral support, supervision changes or targeted intervention without identifying children unnecessarily.

13. Behaviour, disciplinary action and restorative approaches

Safeguarding action and disciplinary action are different but may take place alongside each other. The school may use the Behaviour Policy / The Priory Way where behaviour expectations have been breached, provided any action is fair, proportionate and coordinated with safeguarding partners or police where an external investigation is underway.

- The absence of police or social-care action does not prevent the school from taking safeguarding or behaviour action based on the information available.
- A criminal process ending with no further action, an unsubstantiated allegation or a not-guilty outcome does not automatically mean the report was unfounded or that support should stop.
- Restorative approaches, mediation or apologies will only be considered where they are safe, genuinely voluntary, developmentally appropriate and do not place pressure on a child who has experienced harm. They will never replace required safeguarding action.
- Sanctions will not be used as a substitute for understanding and addressing safeguarding need.

13.1 Unsubstantiated, unfounded, false or malicious reports

If a report is found to be unsubstantiated or unfounded, the DSL will consider whether the child or person who made the report needs support or may be trying to communicate another safeguarding concern. A report that cannot be substantiated will not be treated as deliberately false without evidence. Where a report is proven to be deliberately false or malicious, the school may consider proportionate action under the Behaviour Policy while continuing to consider safeguarding need.

14. Parents and carers

Parents and carers will usually be informed and involved in planning support for their child. Communication will be considered separately for each child involved and will be coordinated by the DSL where safeguarding or statutory agencies are involved.

- Parents/carers will be given clear information about the school's safeguarding response and support for their own child, within confidentiality and data-protection limits.
- Parents/carers will not normally receive confidential information about another child, including details of sanctions, disciplinary action, safeguarding history or support.
- Parents/carers may not be informed where doing so could increase risk, prejudice an investigation, lead to loss of evidence or otherwise be contrary to the child's best interests. Where possible, this decision will be made with children's social care or police.
- Parents/carers are asked not to contact other children or families directly about an active safeguarding matter and not to discuss identifiable details on social media.
- The school will signpost families to appropriate support where needed.

15. Recording, information sharing and confidentiality

All child-on-child abuse concerns, discussions, decisions, referrals, risk assessments, safety plans, support and outcomes will be recorded promptly on the school's secure safeguarding recording system. Records will distinguish fact, observation, professional opinion and information provided by others.

- Urgent verbal reporting to the DSL is required even where a written or electronic record will also be made.
- Information will be shared lawfully, proportionately and only with people who need it to safeguard or support children.
- Children will be told, in an age-appropriate way, what is likely to happen next and who information may need to be shared with.
- Reasonable steps will be taken to protect the anonymity and privacy of all children involved, particularly where criminal proceedings are underway.
- Staff must be alert to the risk that social media, messaging or peer discussion may spread rumours, expose identities or interfere with an investigation.
- Records will be stored and retained in line with the Child Protection Policy and the school's data protection and retention arrangements.

16. Prevention and education

The school seeks to prevent child-on-child abuse through a whole-school safeguarding culture, clear expectations, accessible reporting systems, appropriate supervision and planned preventative education. We will not rely on one-off lessons or assemblies.

Through RSHE/PSHE, Computing, assemblies, pastoral work and the wider curriculum, children will receive age-appropriate and accessible teaching about:

- healthy and respectful friendships and relationships
- personal boundaries, bodily autonomy and consent
- respect, equality, stereotypes, prejudice and discriminatory behaviour
- bullying, cyberbullying and bystander responsibility
- recognising coercion, control, manipulation and unsafe relationships
- sexual harassment and sexual violence in an age-appropriate safeguarding context
- online safety, group chats, image-sharing, privacy and digital footprints
- AI-generated or manipulated content, deepfakes and harmful digital behaviour
- how to seek help, report concerns and support a friend safely.

Teaching will be adapted for age, developmental stage, SEND, communication needs and other vulnerabilities. Sensitive content will be delivered carefully and staff will remain alert to distress or disclosures arising during lessons.

16.1 Pupil voice and confidence to report

The school will use pupil voice, day-to-day pastoral conversations and other accessible feedback to understand whether children feel safe, know who they can speak to and trust the school to respond. Themes identified through pupil voice will inform curriculum, supervision and safeguarding priorities.

17. Contextual safeguarding and review of patterns

Child-on-child abuse may be connected to peer groups, locations, journeys, online spaces or wider extra-familial harm. The DSL will consider the context around incidents rather than viewing each concern in isolation.

The safeguarding team will review information to identify:

- repeat concerns involving the same children, friendship groups or behaviours
- locations or times where children may feel unsafe, including toilets, corridors, playground areas, routes to school or transport
- online platforms, group chats, games, trends or technologies associated with harm
- patterns involving bullying, misogyny/misandry, discriminatory behaviour or sexualised language
- links with absence, exploitation, serious violence or wider community concerns
- groups of children who may require additional support or changes to reporting arrangements
- gaps in curriculum, supervision, physical environment, filtering/monitoring, staff training or policy.

Where a pattern or environmental risk is identified, the school may change supervision, curriculum content, pastoral support, online-safety arrangements, staff deployment, risk assessments or work with external safeguarding partners.

18. Training, governance and monitoring

All staff receive safeguarding and child-protection training at induction and regular updates thereafter. Training and briefings will include child-on-child abuse, harmful sexual behaviour, sexual harassment and sexual violence, online and AI-facilitated harm, barriers to disclosure, reporting procedures, responding to disclosures and the importance of challenging harmful attitudes and language.

The DSL and deputies will maintain appropriate safeguarding training and knowledge of local referral pathways. Governors will receive safeguarding training and assurance about implementation of this policy.

The DSL and senior leaders will review significant incidents and patterns to identify lessons and required changes. The Governing Body will receive appropriate anonymised information about safeguarding themes and policy effectiveness while respecting the privacy of children and families.

This policy will be reviewed at least annually and sooner if statutory guidance, local procedures, school arrangements or learning from incidents requires a change.

19. Complaints and policy links

Safeguarding decisions will be made in the best interests of children and will not be delayed by a complaint. If a parent/carer is dissatisfied with the way the school has handled a concern, they may use the school's Complaints Procedure after raising the matter with the school through the appropriate safeguarding route. The Complaints Procedure cannot be used to require disclosure of confidential information about another child.

This policy should be read alongside:

- Whole School Child Protection Policy 2026/27
- Behaviour Policy / The Priory Way
- Anti-Bullying Policy
- Online Safety and Acceptable Use Policy

- Mobile Phone and Smart Technology Policy
- Filtering and Monitoring Procedures
- RSHE / PSHE Policy and curriculum
- Equality Policy
- SEND Policy
- Mental Health and Wellbeing Policy
- Complaints Procedure
- Visitors and VIP Policy
- Staff Behaviour Policy / Code of Conduct
- Data Protection and Information Sharing Policy.

Appendix A - Immediate response checklist for staff

If there is immediate danger: Call 999 and take necessary action to keep children safe. Do not wait for the DSL if delay would increase risk.

Step	Action
1. Listen	Stay calm, give the child your full attention, use their language and allow them to speak at their own pace.
2. Reassure	Tell the child they have done the right thing by speaking. Do not blame, shame or suggest they have caused a problem.
3. Do not promise secrecy	Explain that you may need to share information with people who can help keep them or others safe.
4. Clarify only if needed	Use open questions. Do not investigate, ask repeated questions or confront the child alleged to have caused harm.
5. Protect digital evidence safely	Do not intentionally view, copy, save, forward or ask a child to display nude/semi-nude or illegal material. Secure a device only in line with school procedures and inform the DSL.
6. Report verbally	Tell the DSL, deputy or additional safeguarding lead immediately. Urgent concerns must not wait for an electronic record.
7. Record	Make a factual record immediately and by the end of the same working day, including the child's own words, wishes and feelings.
8. Continue to support	Follow the DSL's instructions about supervision, contact, confidentiality and support. Do not discuss the matter with colleagues who do not need to know.

Appendix B - DSL risk and needs assessment prompts

The following prompts support, but do not replace, professional judgement or specialist assessment. The assessment should be proportionate to the concern, recorded and reviewed.

Area	Prompts
Child who experienced harm	Immediate safety; wishes and feelings; physical/mental health; SEND/communication needs; trusted adults; education and attendance; risk of retaliation, bullying or online spread; family and specialist support.
Child alleged to have caused harm	Safety; developmental stage; understanding of behaviour; SEND; trauma; family circumstances; exploitation; previous concerns; risk of repetition; support and supervision needs.
Other children	Potential additional victims; siblings; witnesses; friendship groups; children copied into chats or image-sharing; children at risk of retaliation or pressure.

Area	Prompts
Incident and context	Nature and seriousness; frequency; coercion; consent; power imbalance; location/time; online element; peer group; weapons; exploitation; whether a crime may have been committed.
School environment	Shared classes; seating; corridors; toilets; playground; clubs; trips; transport; before/after-school activities; staffing and supervision; access to devices or platforms.
Protective actions	Separation where required; safe routes/spaces; trusted adults; communication plan; curriculum or pastoral work; parent/carer contact; referrals; review date; contingency if risk changes.

Appendix C - Key contacts and guidance

Local safeguarding contacts

Contact	Details
Emergency	999 - where a child is in immediate danger or urgent police/medical protection is required.
Police - non-emergency	101 - to report a crime or seek non-emergency police assistance.
Nottinghamshire MASH - practitioners	0300 500 80 90 - child protection referrals and safeguarding concerns. Current Nottinghamshire guidance requires practitioner child-protection referrals to be made by telephone.
Emergency Duty Team	0300 456 4546 - urgent safeguarding response outside MASH opening hours.
DSL	Mr Jack Cross
Deputy / Additional Safeguarding Leads	Miss Holly Edwards / Miss Sophie Gilbert