



## Core Procedures for Child-on-Child Abuse

APHS procedure for responding to and supporting children in a child-on-child abuse situation involves a detailed process, balancing the safety and well-being of all children involved.

### 1. Initial Response and Reporting

- **Immediate Safety & Listen:** Any staff member who receives a report or has a concern must immediately prioritize the safety and welfare of the victim and ensure the alleged behaviour stops. They must listen without interruption and reassure the child that they are being taken seriously, but they must never promise secrecy as this is a safeguarding concern.
- **Rapid Referral:** The staff member must report the concern *immediately* to the **Designated Safeguarding Lead (DSL)** or a Deputy DSL.
- **Recording:** The DSL ensures a clear, factual, and accurate record of the concern is made on the school's confidential safeguarding system (e.g., CPOMS). This record uses the exact words of the child where possible.

### 2. Risk Assessment and Safety Planning

- **Triage and Assessment:** The DSL/DDSL conducts an immediate risk assessment, often in consultation with multi-agency partners like Children's Social Care (Local Authority) and/or the Police, especially in cases of sexual violence or serious physical harm.
- **Safety Plan:** A formal Safety Plan is immediately put in place. This is a crucial element for **both** the victim and the alleged perpetrator.
  - **Victim-Focussed:** Measures to ensure the victim is safe, such as timetable/route changes, seating plan adjustments, no contact orders, appointing a single point of contact (a trusted adult, who may be non-teaching), and regular check-ins.
  - **Perpetrator-Focussed:** Measures to manage and contain the risk posed by the alleged perpetrator, which may include supervision, restricted movement around the school, and, if necessary, internal exclusion or suspension, while also ensuring they continue their education and receive support.



### 3. Support Procedures

Support for the Victim/Child who has been Harmed	Support for the Perpetrator/Child who has Caused Harm
<b>Immediate Support:</b> Reassurance, a sense of control, and a named trusted adult for regular support and check-ins.	<b>Understanding Behaviour:</b> Support to understand <i>why</i> they engaged in the behaviour, recognising they may have their own underlying trauma, vulnerability, or unmet needs.
<b>Referral for Therapy:</b> Referral to internal school-based counselling, mental health support (CAMHS), or external specialist services (e.g., NSPCC).	<b>Targeted Intervention:</b> Referral to specialist services like the Child and Adolescent Harmful Behaviour Service (CAHBS) or other therapeutic interventions to address the root causes and prevent re-offending.
<b>Academic/Pastoral Adjustments:</b> Support for catching up on missed work, special consideration for exams, or a reduced timetable if stress is impacting attendance.	<b>Disciplinary Action:</b> Alongside support, clear disciplinary sanctions are applied according to the school's Behaviour/Relational Policy, but these are managed alongside the safeguarding process.
<b>Parent/Carer Liaison:</b> Regular, sensitive communication and signposting to external support for parents/carers (e.g., NSPCC, local charities).	<b>Parent/Carer Liaison:</b> Discussion with parents/carers about the concerns, the support being offered, and the disciplinary/risk management actions taken.

### 4. Investigation and Outcome

- **Investigation:** The DSL and relevant staff will investigate the incident, which may run parallel to a Police or Social Care investigation.
- **Liaison:** The school works closely with appropriate agencies such as Children's Social Care, and the Police to share information and align actions.
- **Resolution and Review:** Disciplinary and supportive actions are regularly reviewed, and lessons learned are used to update school policies and training. The school maintains its duty to educate and safeguard all children involved, balancing their needs



## 5. Where the Procedures Can Be Located

Parents, pupils, and staff should be able to easily locate the key documents detailing these procedures.

Document Title	Audience	Location	Key Content
<b>Child Protection and Safeguarding Policy</b>	All Staff, Governors, Parents	School Website (under 'Policies' or 'Statutory Information'); Staff Shared Drive/Manual	The overarching framework; specific section on <b>Child-on-Child Abuse</b> ; reporting flow chart; roles of the DSL/Deputy.
<b>Behaviour Policy</b>	All Staff, Pupils, Parents	School Website,	Outlines acceptable conduct, sanctions for harmful behaviour, and the link between discipline and safeguarding support.
<b>Staff Code of Conduct</b>	All Staff	Staff Handbook, Staff Shared Drive	Guidance on expected professional behaviour, including the requirement to report all concerns immediately and never promise confidentiality.
<b>Internal Safeguarding Management System</b>	DSL/Safeguarding Team Only	CPOMS	Detailed records of all concerns, reports, risk assessments, safety plans, and subsequent actions/outcomes for each individual child.