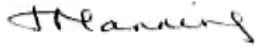




Child-on-Child Abuse (including Harassment and Violence) Policy

Policy Ref: TMP80v4

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

	Name	Title	Signature	Date
Prepared by	Jackie Manning	Principal		July 2026
	Kim Pulman	Director of Pastoral Care		July 2026
Approved by	Martin Heaton	CEO		July 2026

Does this Policy require publishing on the College Website? **Yes**

Does this Policy require approval by Board of Governors? **Yes**

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Record of Changes

Version	Issue Date	Changes	Initials
v1	Apr 2024	Initial issue	JM/CF
v2	July 2024	Annual review, references checked and updated	JM/CF
v3	July 2025	Annual review, references checked and updated	JM/CF
v4	July 2026	Annual review. Updated to KCSIE 2026 and Working Together 2026; scope clarified to under-18s; harassment/violence, misogyny, intimate relationship abuse, AI/deepfakes, SEND, reporting/recording, risk assessment and Family Help terminology updated.	KP/JM

Board of Governors Approval History

Version	Approved by	Signature	Date
v3	Claire Bolt, Board of Governors		May 2026

Date of Next Policy Review: July 2027

Definition

Throughout this policy document **TMP Studios CIC** is referred to as 'TMP College'.

Throughout this policy, a child means anyone who has not yet reached their 18th birthday. This policy therefore applies to TMP College learners under 18. Safeguarding concerns involving learners aged 18 and over must be considered under the Safeguarding Policy - Adults at Risk, although incidents involving both children and adults may require both procedures to be followed.

Context and Definition

Child-on-child abuse (including harassment and violence) is any form of abuse, harassment, exploitation or harmful behaviour by one child or group of children towards another child. It may take place face-to-face or online, inside or outside College, and may be a single incident or a pattern of behaviour. Harm can occur whether or not the child causing harm intended the impact.

All staff should recognise that children are capable of abusing other children.

All staff should be aware that child-on-child abuse can include, but is not limited to:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence and sexual harassment, including misogynistic or sexualised behaviour;
- consensual and non-consensual self-generated intimate images and/or videos, including images generated or manipulated using AI, such as deepfakes;
- abuse within intimate personal relationships between children; initiation/hazing-type violence and rituals; and coercive, controlling or exploitative behaviour.

This abuse can:

- Be motivated by prejudice or perceived differences, including race, religion or belief, sex, sexual orientation, gender reassignment, disability or other protected or personal characteristics, and may include misogyny;
- Result in significant and potentially long-lasting physical, emotional or psychological harm to the child who has been harmed; children with SEND and other additional vulnerabilities may face additional barriers to recognising or reporting abuse;
- Children or young people who harm others may have additional or complex needs e.g.: Significant disruption in their own lives; Exposure to domestic abuse or witnessing or suffering abuse; Educational under-achievement; Involved in crime.

Immediate safety and stopping harm are the first priorities. Staff must take all reports and concerns seriously,

respond in a calm and non-judgemental way, and report concerns without delay to a DSL.

The DSL will consider each case individually, taking account of the wishes and feelings of the child, the needs of all children involved,

the wider context, any power imbalance, SEND or communication needs, and whether external safeguarding or criminal justice agencies need to be involved.

Contextual and extra-familial harm

Child-on-child abuse may form part of wider extra-familial harm. The DSL will consider where the harm occurred, peer groups, community locations, transport, social media, gaming and other online spaces, and whether other children may be at risk. Where relevant, information will be shared with safeguarding partners so that assessment and intervention address the context in which harm is occurring, not only the behaviour of individual children.

Responsibility

Child-on-child abuse is addressed within the Safeguarding and Child Protection Policy and related behaviour, bullying, online safety and RSE arrangements. This separate policy provides additional guidance because child-on-child abuse can involve complex safeguarding, welfare, equality and criminal justice considerations. TMP College will respond immediately, consistently and proportionately, with the safety and welfare of children at the centre of decision-making.

Purpose of Policy

The purpose of this policy is to set out how TMP College prevents, identifies, reports, assesses and responds to child-on-child abuse, including harassment and violence.

It also explains the support, risk management and preventative action that may be required for all children involved.

At TMP College, we have the following policies in place that should be read in conjunction with this policy:

- Safeguarding and Child Protection Policy
- Safeguarding Policy - Adults at Risk
- Bullying and Harassment Policy
- Anti-Radicalisation and Prevent Policy
- E-Safety Policy
- Compliments, Comments and Complaints Policy
- Whistleblowing Policy
- Code of Conduct for Learners
- Health & Safety Policy

Framework and Legislation

This policy is informed by the Children Act 1989 and Children Act 2004, Keeping Children Safe in Education 2026 (KCSIE), Working Together to Safeguard Children 2026, the Equality Act 2010, the Domestic Abuse Act 2021, the Human Rights Act 1998, relevant criminal law, and current DfE guidance on sharing self-generated intimate images. KCSIE applies to children under 18 in schools and colleges, and Working Together 2026 applies in its entirety to education providers.

Abuse and harmful behaviour

It is necessary to consider:

- what abuse is and what it looks like;
- how it can be managed;
- what appropriate support and intervention can be put in place to meet the needs of the individual;
- What preventative strategies may be put in place to reduce further risk of harm?

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms that abuse may take and the subsequent actions required.

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Children can abuse other children. This can include abuse within intimate relationships; bullying and cyberbullying; prejudice-based or discriminatory abuse; physical abuse; sexual violence and sexual harassment; consensual and non-consensual self-generated intimate images and/or videos, including AI-generated or manipulated images; upskirting; initiation/hazing; coercive or controlling behaviour; and other harmful or exploitative behaviour.

Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Staff should be alert to the role of technology in facilitating harm, including social media, messaging, gaming, image-sharing, anonymous accounts, location sharing, AI-generated or manipulated content and online harassment. Online incidents may be connected to face-to-face harm and must be considered as part of the overall safeguarding assessment.

Staff must recognise that some children may be more vulnerable to child-on-child abuse or may face additional barriers to reporting it. This includes children with SEND or communication needs, children who are socially isolated, children who are lesbian, gay or bisexual or perceived to be, children questioning their gender, and children affected by racism, misogyny or other discrimination. Staff must not assume that changes in behaviour or presentation are simply part of a child's disability or diagnosis.

The child alleged to have caused harm may also have safeguarding, welfare or support needs. Their needs must be considered separately from the risk they may pose to others. Responses should avoid unnecessary labelling while remaining clear about harmful behaviour, accountability, safety and the need to prevent recurrence.

Types of abuse

There are many forms of abuse that may occur between children and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead.

The DSL will follow Keeping Children Safe in Education 2026, particularly Part Five: Child-on-child sexual violence and sexual harassment, together with local safeguarding partnership procedures.

Sexual violence and sexual harassment can occur between children of any age and sex, including within intimate relationships and through groups of children. It can occur face-to-face or online. TMP College recognises the importance of identifying and challenging sexualised behaviour, misogyny and attitudes that may normalise harassment or violence. Harmful sexual behaviour should be considered in the context of the child's age, developmental stage, SEND, understanding, power imbalance and the impact on the child who has been harmed.

- inappropriate sexual language
- inappropriate role play
- sexual touching
- Sexual assault/abuse.

Staff should be aware of 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”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Bullying

Bullying is unwanted, aggressive behaviour among children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

Self-generated intimate images and/or videos, including AI-generated or manipulated images

This includes consensual and non-consensual creation or sharing of self-generated intimate images and/or videos, and images generated or manipulated using AI, including deepfakes. Staff must not view, copy, print, forward, save or ask a child to send an intimate image. Incidents must be reported immediately to the DSL, who will follow current DfE guidance and consider police/social care involvement where appropriate.

Upskirting: typically involves taking a picture under a person's clothing without them knowing, 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. Anyone of any gender can be a victim. This must always be referred immediately to the Designated Safeguarding lead.

Initiation/Hazing

Hazing is a form of initiation ceremony, which is used to induct newcomers into an organisation such as a sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials, which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Misogyny, violence against women and girls and discriminatory harm

TMP College recognises that misogyny, sexism and gender-based harassment can contribute to a culture in which sexual harassment and violence are normalised. Staff will challenge such behaviour and language and consider whether incidents indicate wider safeguarding, equality or cultural concerns. The College will also remain alert to racism and other forms of discrimination and will consider whether particular groups are disproportionately affected by harm or by the response to it.

Expected staff action

Staff must report any concern or disclosure of child-on-child abuse to a DSL without delay. Urgent concerns must be reported directly and must not be left solely as an electronic record. If a child is in immediate danger or requires urgent medical assistance, staff should call 999 and inform the safeguarding team as soon as possible.

TMP College safeguarding contacts

Senior DSLs: Kim Pulman, Joanne Wale, Jackie Manning, Caroline Fell and Andrew Dickson. Wider DSL Team: Tayla Cottom, Katie McKnight, Alex Wormald and Claire Brant.

Any member of staff may make a direct referral to Children's Social Care where necessary. Where a member of staff makes a direct referral, they must inform a DSL as soon as possible. Where concerns remain and a child is considered to remain at risk, TMP College will use appropriate professional challenge and local escalation procedures.

Taking Action

- Always take concerns, disclosures and reports seriously and reassure the child that they have done the right thing by speaking up.
- Listen and record the child's account in their own words. Do not investigate, interrogate or ask leading questions.
- Consider the immediate safety, welfare and support needs of the child who has been harmed and the child alleged to have caused harm.
- The DSL will consider referral to Children's Social Care, Police, health services, Family Help or other specialist services as appropriate.
- Contribute to multi-agency assessments
- Complete and regularly review an individual or contextual risk assessment/safety plan where required.
- Record the concern, decisions, rationale, actions and follow-up on Databridge as a Safeguarding Event. Where an injury is relevant, complete the body map within the safeguarding record.

Recording sexualised behaviour

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms.
- Record as soon as possible, as you can quickly forget or confuse detail.
- Record the concern promptly on Databridge using the Safeguarding Event record and relevant body map where required.
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

Initial response and establishing essential facts

The reporting member of staff should listen, clarify only what is necessary to understand the immediate concern and avoid investigating. Do not ask "why" questions or seek detailed accounts from multiple children. The DSL will decide what further information is required and whether this should be gathered by College staff or by Children's Social Care/Police to avoid compromising an investigation. Children involved should normally be spoken to separately, with communication support and reasonable adjustments where required.

Consider context, impact and risk

The DSL should consider what happened, the impact on the child, age and developmental stage, SEND/communication needs, power imbalance, coercion, repetition, intent where relevant, secrecy, online elements, location/context, wider peer-group factors and whether the behaviour may be criminal. Intent does not determine whether harm has occurred.

Decide on your next course of action

Any concern that a child is suffering or likely to suffer significant harm must be reported to the DSL immediately. The DSL will follow the Safeguarding and Child Protection Policy, KCSIE 2026 and local multi-agency safeguarding arrangements, including referral to Children's Social Care and/or Police where required.

Informing parents/carers

Parents/carers should normally be informed at an early stage and involved in supporting the child, unless there is a reason to believe this would place a child at additional risk, prejudice an investigation, or otherwise be contrary to the child's welfare. The DSL should decide how and when parents/carers are contacted, taking account of the child's wishes and feelings and advice from external agencies where involved.

Recognising child-on-child abuse

The DSL's assessment and risk management should consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery?
- The impact on, wishes and feelings of the child who has been harmed;
- Any attempts to ensure the behaviour and incident is kept a secret
- The context and possible motivation for the behaviour, while recognising that harmful impact can exist regardless of intent;
- Whether this was a one-off incident, or longer in duration

Child-on-child abuse must be addressed promptly and sensitively. Language should be factual and non-judgemental. Staff should avoid labels such as "victim" or "perpetrator" where these are not helpful to the child, while recognising that these terms may be used in statutory guidance and criminal justice processes. The College will use "child who has been harmed" and "child alleged to have caused harm" where appropriate.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

Points to consider

What is the age of the children involved?

Consider the chronological and developmental ages of the children involved, any age or developmental difference, SEND or communication needs, and whether there is a power imbalance. Behaviour must be considered in the context of the child's development and understanding, without minimising harmful or abusive behaviour.

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

The DSL should consider the accounts of the children involved alongside other available information. Differences between accounts should not be treated as evidence that a report is false. The focus should remain on safety, welfare, risk and what further safeguarding action is required.

What is each of the children's own understanding of what occurred?

Consider each child's understanding of the behaviour, consent, privacy, boundaries, relationships and the impact on others. For children with SEND or communication needs, staff must make reasonable adjustments and avoid assumptions about capacity or understanding.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way, it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed

Support for the child who has been harmed will be individual and should reflect their wishes and feelings. This may include a trusted adult, Welfare Team support, regular 1:1 check-ins, counselling or specialist services, timetable or environmental adjustments, online safety support and an individual safety/risk plan. The College should avoid actions that make the child who has been harmed feel responsible for the disruption caused by the incident.

Where themes or wider risks are identified, preventative work may be delivered through tutorials, RSE, online safety, learner voice, targeted group work or external specialist input. Any wider intervention must protect confidentiality and must not identify the children involved.

Where required, a written risk assessment/safety plan will identify named support, supervision, safe spaces, contact arrangements, travel or transition risks, online risks and review dates. Plans should be proportionate and reviewed regularly with the child and relevant staff.

For the young person who has displayed harmful behaviour

The child alleged to have caused harm may also require safeguarding and welfare support. The College will seek to understand their needs and context without minimising the behaviour or its impact. Support may include Welfare Team input, mentoring, counselling, Family Help, specialist harmful sexual behaviour services or other agency involvement.

Where additional needs are identified, the DSL may consider Family Help, Children's Social Care or other specialist referrals. Working Together 2026 describes Family Help as bringing together targeted early help and section 17 support where appropriate.

Any behavioural or disciplinary response will be considered alongside, and not instead of, safeguarding action. Consequences must be proportionate, consistent with the Behaviour Policy and informed by the safety and welfare of all children. Restorative approaches will only be considered where safe, appropriate and wanted by the child who has been harmed; they must never be used to pressure a child into contact or reconciliation.

Where the behaviour may continue to pose a risk, the College will implement and review a risk assessment/safety plan and work with relevant agencies. This may include increased supervision, changes to contact or timetables, safe arrival/departure arrangements, online safety measures and support for all children involved.

Suspension or permanent exclusion may be considered in line with the College Behaviour Policy and applicable guidance. Safeguarding support, education and risk management responsibilities continue regardless of any disciplinary action.

After care

All children involved should receive appropriate follow-up. The Welfare/Safeguarding Team will maintain 1:1 check-ins where needed and review support and risk over time. Staff should remain alert to retaliation, bullying, online harassment, self-harm, emotional distress or further harmful behaviour. New or escalating concerns must be reported and recorded without delay.

Preventative Strategies

Child-on-child abuse can occur in any education setting, including where policies and systems are strong. TMP College will maintain a whole-college preventative approach that addresses culture, relationships, equality, online safety, harassment and violence.

TMP College will promote a safe, inclusive and anti-discriminatory culture where learners know how to report concerns, are confident they will be taken seriously and can identify trusted adults and safeguarding staff.

Staff will challenge sexualised, misogynistic, racist, homophobic, biphobic, transphobic, ableist or otherwise discriminatory language and behaviour. Concerns will not be dismissed as banter, growing up or an inevitable part of college life.

Learner voice will inform prevention and safety planning. Through tutorials, RSE, online safety, Student Council and wider learner voice, TMP College will teach consent, respectful relationships, boundaries, equality, reporting routes and safe online behaviour. The College will review patterns in safeguarding, behaviour and location/context data to identify hotspots, repeated concerns or wider cultural issues and take action where required.