Rossett Acre Preventative Curriculum Programme for Child-on-Child Abuse 2026/2027

"Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships, both intimate and non-intimate." — The Safeguarding Unit at Farrer & Co

KCSIE 2026 states that child-on-child abuse, including harassment and violence, can happen both inside and outside school and online. It should never be dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys". We recognise that children may not always report abuse directly, so all staff remain alert to signs of concern and respond using our safeguarding procedures.

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff Training and Whole-School Safeguarding Culture

- All staff, including those who do not work directly with children, read KCSIE 2026 Part One and confirm their understanding through our school training programme.
- KCSIE updates are shared through annual safeguarding training, induction, staff briefings and ongoing CPD. Staff are supported to understand local referral routes, early help, information sharing and the role of the DSL and deputy DSLs.
- Safeguarding remains a standing SLT and staff meeting agenda item so that we maintain a vigilant culture where child-on-child abuse, harmful sexual behaviour, harassment, violence, misogyny and online harm are identified and addressed early.

- Specific child-on-child abuse training ensures staff understand how to respond to disclosures, record concerns, listen to children, protect victims, support alleged perpetrators appropriately and escalate concerns without delay.

Preventative Curriculum for Child-on-Child Abuse, Harassment and Violence

Our curriculum teaches children, in an age-appropriate and inclusive way, how to keep themselves and others safe, including online. It helps pupils understand healthy relationships, consent, personal boundaries, trusted adults, reporting routes and the importance of speaking out when something feels unsafe or wrong.

Our curriculum also covers (in an age-appropriate and inclusive way) issues such as:

- Healthy, respectful and equal relationships
- What respectful behaviour looks like in person and online
- Consent, personal boundaries and bodily autonomy
- Gender roles, stereotyping, sexism, misogyny and equality
- Body confidence, self-esteem and positive identity
- Prejudiced, discriminatory and bullying behaviour, including cyberbullying
- Sexual harassment, harmful sexual behaviour and how to ask for help
- Online safety, including image sharing, harmful content, misinformation, disinformation, conspiracy theories, AI-generated content, deepfakes, impersonation, and the safe and responsible use of generative AI tools
- Mental health, emotional wellbeing, trusted adults and early help

Implementing the Preventative Curriculum

- At Rossett Acre Primary School, trained staff respond quickly and proportionately to concerns. They adapt teaching, assemblies and pastoral support in response to pupil needs, emerging risks and local safeguarding intelligence.
- In line with KCSIE 2026, we recognise child-on-child abuse, harmful sexual behaviour, sexual harassment and sexual violence as safeguarding issues. We challenge low-level or early indicators, including sexist language, misogyny, inappropriate jokes, online harassment and coercive or controlling behaviour.
- Our curriculum allows pupils to revisit key safeguarding themes over time, building knowledge progressively from EYFS to Year 6.
- Our PSHE approach is whole school and complements our Safeguarding, Behaviour, Inclusion, SEND, Attendance, Online Safety and Anti-Bullying policies.
- External contributors, such as our local PCSO and the NSPCC, supplement but do not replace our planned curriculum. We check that any external input is age appropriate, inclusive and consistent with our safeguarding expectations.
- Our Nurture Team supports children to build healthy and respectful relationships through individual and group sessions. Support is matched to need and may include work on emotional regulation, conflict repair, empathy, trusted adults and safe help-seeking.

Impact on Pupils

At Rossett Acre Primary School we support children to:

- Understand what abusive, harmful, discriminatory or unsafe behaviour can look like, including online

- Develop communication skills and the confidence to speak to a trusted adult when they are worried about themselves or someone else
- Recognise that harassment, misogyny, bullying, violence and harmful sexual behaviour are never acceptable
- Develop empathy, respect and the ability to understand other people's experiences and perspectives
- Know how to seek help in school and beyond, including through trusted adults, safeguarding staff and age-appropriate online safety resources

Monitoring, Recording and Review

- We record and monitor concerns using our safeguarding systems so that patterns, repeat incidents, locations, times of day, groups of pupils and emerging themes are identified and acted on.
- The DSL and deputy DSLs review child-on-child abuse, harmful sexual behaviour, harassment, online safety and bullying concerns to ensure children receive timely support and referrals are made where thresholds are met.
- Leaders use pupil voice, curriculum review, behaviour records, safeguarding analysis and staff feedback to evaluate the effectiveness of the preventative curriculum.
- Governors receive safeguarding updates so they can maintain oversight of training, culture, curriculum coverage, online safety, filtering and monitoring, and the school's response to emerging risks.

Resources We Use

- Anti-bullying Alliance
- One Life: "Teaching children how to live their one life well – mentally, socially and physically…"
- Child Exploitation and Online Protection (CEOP) resources These include videos, toolkits and activities that can be used in lessons and assemblies or shared with parents.
- Childnet
- NSPCC has a range of safeguarding teaching resources including lesson plans on personal safety, healthy relationships and online bullying. Its 'Speak out Stay safe' programme also includes interactive assemblies and workshops on safeguarding for pupils in KS1 and KS2.