

# Child on Child Abuse Policy 2023

## Including Sexual Violence and Sexual Harassment between Children

### Two Rivers High School

This policy is adapted from the template provided from Staffordshire Safeguarding Children Board. The policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. This policy is read alongside the guidance included in:

- [Keeping Children safe in Education 2023](#)

This policy will be reviewed in full by the Local Governing Board on an annual basis. This policy was last reviewed and agreed by the Local Governing Board on 21 September 2023 and is due for review in the Autumn Term 2024.

*Gail Brindley*

Signature  
Gail Brindley  
Headteacher

Date: 21/09/2023

*Paul Kerman*

Signature  
Paul Kerman  
Chair of Governors

Date: 21/09/2023

Review date: Autumn Term 2023  
Next Review: Autumn Term 2024

<b>Last Review Date:</b>		Autumn Term 2023
<b>Next Review Date:</b>		Autumn Term 2024
<b>Committee:</b>		Full Governing Board
<b>Review Cycle:</b>		1 YEAR
<b>Statutory Policy:</b>		Yes
<b>Date</b>	<b>Version</b>	<b>Reason for change</b>
21.09.2023	V1.0	Scheduled Review

## **Index**

<b>Section</b>	<b>Title</b>	<b>Page</b>
1	Purpose of the policy	3
2	Our staff	3
3	Our children	5
4	Child on Child Abuse - What is it?	6
5	Indicators that a child may be suffering from child-on-child abuse	11
6	Responding to a concern/incident/disclosure of child-on-child abuse	12
7	Responding to all reports and concern of sexual violence and/or sexual harassment between children.	13
8	Further advice and guidance	19
<b>Appendices</b>		
Appendix 1	Initial response record	21
Appendix 2	Individual risk assessment	25
Appendix 3	Serious incident chronology	31
Appendix 4	Ongoing support record	33

## **1. Purpose of the Policy**

The purpose of this policy is to:

- Provide clarity on what is meant by child-on-child abuse in all its forms
- Understand the culture within our setting
- Evidence how ALL staff support the children in our setting
- Give children confidence that they will be supported and informed
- Give parents/carers the assurance that staff know how to deal with this abuse
- Evidence how our safeguarding staff handle reports/concerns/disclosures
- Inform of the post incident management process/ongoing support/safety planning

In addition to this policy, we have other policies that support this and that should be read in conjunction with this policy:

- Anti-Bullying Policy
- Safeguarding Policy
- Whistleblowing Policy to Safeguard and promote the Welfare of Children
- Behaviour Policy
- Health and Safety Policy
- Online Safety Policy
- Special Educational Needs Policy
- Toileting and Intimate Care Policy

These can be found at [Two Rivers School](#) or [Two Rivers High School](#)

## **2. Our staff**

**ALL** staff at Two Rivers High School:

- recognise the increasing national concern regarding this issue as highlighted in the [Keeping Children safe in Education 2023](#)
- are aware of the level and nature of risk that our pupils are or may be exposed to
- understand the important role that they play in the culture of vigilance
- recognise child-on-child abuse of all types
- are confident and competent in responding promptly and appropriately with timely challenge of the attitudes and behaviours of child-on-child abuse (both inside and outside the classroom)
- listen to children, capture their voice, and help to create a culture in which our children feel able to share their concerns openly, in a non-judgemental environment

- will not downplay behaviours and dismiss them as 'just banter', 'having a laugh' or 'part of growing up'
- understand that by dismissing unacceptable behaviours it can lead to an unsafe environment for children and, in worst case scenarios, a **culture** that **normalises** abuse leading to children accepting it as normal and not having the confidence to come forward, speak out and report what has happened to them.
- report and record their concerns following our safeguarding referral processes
- understand that even if there are no reports of this type of abuse that it 'does happen here'
- are committed to a whole setting, whole staff approach, to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our setting and beyond
- recognise and understand that children who harm others, may have additional or complex needs of their own, e.g., significant disruption in their own lives, exposure to domestic abuse, witnessing/suffering abuse as well as educational under-achievement and possibly an involvement in criminal activity and therefore they too, will need support.
- encourage parents to communicate with us so that we can work together to ensure and enable a prompt and appropriate response to any type of child-on-child abuse.
- know that putting a stop to child-on-child abuse of any type and ensuring the safety of our children is a priority in our education setting.
- regard the introduction of this policy as a positive, proactive, and preventative measure

At Two Rivers High School we work hard to create a culture where child-on-child abuse does not happen. We strive to create an ethos of mutually respectful behaviour. However, if this type of abuse is seen, heard or reported **ALL** staff are confident in their actions and subsequent support.

At Two Rivers High School training is provided to upskill staff so they feel confident and competent in all areas of safeguarding. The training includes face to face training, briefings, and e-updates. New policies and procedures are updated as required. All concerns relating to safeguarding are documented via MyConcern and actioned by the DSL and DDSLs, with actions monitored through Senior Management meetings.

Guidance from the Local Prevent Team suggests that Tamworth is predominantly demographically White European in structure and therefore Far Right Groups maybe an influential consideration within the community. Two Rivers High School is aware that gaming is of high interest for our children and families and there is a vulnerability from online gaming forums.

### **3. Our children**

**ALL** children are at risk of child-on-child abuse, but some groups are more vulnerable than others to abuse and include the following:

- A child with additional needs and disabilities
- A child living with domestic abuse
- A child who is at risk of/suffering significant harm
- A child who is at risk of/or has been exploited or at risk of being exploited, criminally/sexually
- A looked after child
- A child who goes missing from school/home or is missing education
- Children who identify as or are perceived as LGBTQI+

Research tells us that girls are more frequently identified as being abused by their peers and more likely to experience unwanted sexual touching, sexual violence and/or sexual harassment. They often are exploited into gangs and are victims of sexual violence when in those gangs. However, we are aware that these are behaviours not just confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviours such as anti-social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence because of gang culture.

At Two Rivers High School we encourage our children to talk to us and tell us when they are worried and what they are worried about, be it about themselves or another child. We are confident that our children know:

- who to speak to and/or where to go for support
- that they will be listened to, taken seriously and not dismissed
- that they will receive the right help at the right time
- that they will receive ongoing support
- that they will be supported to feel safe in school
- that they will be supported to continue to access their education

We reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. Victims will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. We will ensure that we explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids causing alarm or distress.

We also inform our children that there are other ways to report abuse if they are worried about themselves or other children and for whatever reason don't feel that they can speak to staff in school. For example:

[NSPCC](https://www.nspcc.org.uk) Helpline on [0808 800 5000](tel:08088005000) or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk).  
[Get Support | Childline](#)

At Two Rivers High School all students are also encouraged to talk through their concerns and worries with the Pastoral Team. There is a dedicated team of pastoral support led by an Assistant Headteacher. There are three other members of staff that have a non-teaching role to support the students. The Pastoral Team meet on a weekly basis and any concerns that are raised regarding student's safety and wellbeing are discussed and in consideration of highlighted concern referrals are made to in-house therapy support, outside agency therapy support or to First Response Team for social work support.

Two Rivers High School follow the PSHE curriculum and guidance from the Local Authority. We also invest in curriculum programmes to compliment the Local Authority guidance. These include So Safe and Jigsaw. So Safe and Jigsaw provide a comprehensive programme of study that informs, educates and challenges learners to be healthy and respectful. Pupil Voice is integral to the ethos and values of the school. Two Rivers High School is a SEND provision and therefore pupils communicate through a variety of methods – these include PECs, PODD, Makaton, Assistive Technology. All staff are trained to support pupils in communicating their thoughts, concerns or worries.

Assemblies provide opportunity to explore diversity, culture and difference. School Councillors meet on a half-termly basis to discuss issues with the Senior Team. Actions are recorded within the Council minutes. The Pastoral Team meet weekly to discuss pupil wellbeing and referrals are made to other agencies for support where necessary. Relevant information is then disseminated to relevant staff as is pertinent. Pupil voice is also used to inform future support.

#### **4. Child-on-Child Abuse - What is it?**

Child-on-child abuse is any form of physical, sexual, emotional, and financial abuse using coercion/power and/or control by an individual child or group of children and is exercised between children and within their relationships (both intimate and non-intimate).

**All** staff in our setting recognise that children can abuse their peers and are aware of the different forms that these safeguarding issues take:

- Bullying-emotional/physical is **repeated** behaviour which is intended to hurt someone either emotionally or physically (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)

- Online/Cyber bullying
- Prejudiced relating bullying
- Sexual Violence, Sexual Harassment and Sexually Harmful behaviour.
- Sexting sharing of nude or indecent (youth produced sexual imagery).
- Abuse in intimate relationships, including teenage relationship abuse
- Initiation/hazing type violence and rituals.
- Hate crime
- Child Criminal Exploitation
- Child Sexual Exploitation
- Gang association and serious violence - County Lines
- Radicalisation

This abuse can be motivated by perceived differences. e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences and result in significant, long lasting, and traumatic isolation, intimidation, and/or violence to the victim.

We will record all instances of child-on-child abuse and inform parents /carers of such incidents.

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

To be considered bullying, the behaviour must be aggressive and include the following:

- an imbalance of power such as physical strength, access to embarrassing information, or popularity to control or harm others. These imbalances can change over time and in different situations, even if they involve the same people.
- repetition as these behaviours happen more than once or have the potential to happen more than once.
- 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.

Any behaviours that may need to be handled with sanctions will be in line with our policies relating to Anti-bullying Policy (Including online bullying), Behaviour Policy, Online safety Policy, Positive Management of Severe Challenging Behaviours Policy and Safeguarding Policy. These policies are available on our school website and are available on request from the school office.



**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. It can take many forms and this list is not exhaustive:

- 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 menacing or upsetting messages through social networks, chat rooms 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.

Our Online Safety curriculum follows the Education for a Connected World framework, this also complements the PSHE curriculum. Further information can be found [here](#).

**Prejudiced 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, e.g. 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.

### **Sexual Violence, Sexual Harassment and Sexually Harmful Behaviour (SHB)**

Sexual Violence, Sexual Harassment and Sexually Harmful Behaviour (SHB) can occur between two children of any age and sex or with groups of children by sexually assaulting or sexually harassing a single child or group of children.

We recognise that this behaviour can take place in a school or any setting where pupils are together and that the impact of this behaviour on children can be extremely distressing, impacting on their emotional health and wellbeing as well as affecting their academic achievement.

Sexual Violence and Sexual Harassment **must** be referred **immediately** to one of the Designated Safeguarding Leads (DSL).

Sexual violence and sexual harassment are not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or harassment as 'banter', 'part of growing up' or 'having a laugh'.

**Sexual Violence** - For this policy we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**Sexual Harassment** - For this policy we mean 'unwanted conduct of a sexual nature' that can occur online and offline. We refer to this in the context of child-on-child sexual harassment. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos, or drawings of a sexual nature; and
- Online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); sexualised online bullying and inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

**Sexually Harmful Behaviour (SHB)** In this policy we recognise the importance of distinguishing between healthy, problematic, and sexually harmful behaviour.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a

young person engages in sexually harmful behaviour, and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. It may include:

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

**Consent** is when someone **agrees by choice** and has the **freedom** and **capacity** to make that choice. It is important to note that:

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

### **Sexting - the sharing of nude or indecent imagery (youth produced sexual imagery)**

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. These images may have been because of upskirting or downblousing.

### **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as sports team, etc. There are several 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 passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

### **Teenage relationship abuse**

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

## **Hate Crime**

Hate crimes happen because of race, gender identity, religion, sexual orientation, and disability. They can happen anywhere, home, school and in the community and can be frightening for both victim and witnesses and is an offence. Hate crimes can include:

- physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson
- threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures, and remarks, bullying and threats

## **5. Indicators that a child may be suffering from Child-on-Child abuse**

Indicators and signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes, or struggling to carry out school related tasks to the standard ordinarily expected
- physical injuries
- experiencing difficulties with mental health and/or emotional wellbeing
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much
- broader changes in behaviour including alcohol or substance misuse.
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- abusive behaviour towards others

Abuse affects our children and their presenting behaviours in different ways and the list above is not exhaustive. Children who present with one or more of these signs are not necessarily victims of abuse and their behaviour will depend on their individual circumstances.

**ALL** staff are alert to behaviour that may cause concern and think about what the behaviour might signify. We actively encourage children to share with us any underlying reasons for their behaviour, and, where appropriate, to engage with their parents/carers so that the cause(s) of their behaviour can be investigated and understood with the appropriate support in place.

All staff are aware that children may not feel ready or know how to tell someone that they are being abused and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

## **6. Responding to a concern/incident/disclosure of child-on-child abuse**

Child-on-child abuse may occur in our school, on the way to or from school or out in the community. Consideration will be given to many aspects of the abuse and here are a few examples:

- Does it involve a single incident or has occurred over time?
- Is the behaviour problematic and concerning?
- Does it involve any overt elements of victimisation or discrimination, e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability?
- Is there any element of coercion or pre-planning?
- Does it involve a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power?
- Has there been a misuse of power?

It is also important that we:

- ascertain if there were there any witnesses to the abuse
- make notes and record **all** conversations with children spoken to as well as parents/carers/other professionals, including any actions taken
- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves
- ensure that a safeguarding response is in place for both victim and alleged perpetrator

Consideration should also be given to supporting children who have witnessed child-on-child abuse of any kind. This is likely to be traumatic and support may be required. We will signpost to agencies and support services available where needed.

We will do all that we can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed following this. Social media is likely to play a part in the fall out from any incident and friends from either side could well harass the victim or alleged perpetrator online as well as face to face. Any evidence we have of students using social media or inappropriately will be sanctioned according to our existing policies.

## **7. Responding to all reports and concern of sexual violence and/or sexual harassment between children.**

We have covered at point 6 what we do when responding to child-on-child abuse concerns/disclosures and these **all** apply to sexual violence and sexual harassment between children's disclosures; however, we recognise the complexity and challenges that we face following the report of this particular type of abuse.

Guidance is clear in that it does not attempt to provide (nor would it be possible to provide) detailed advice on what we should do in any or every particular case; it provides effective safeguarding practice and principles for us to consider in our decision-making process and on a case-by-case basis.

Our Designated Safeguarding Lead's (DSL's) and deputies (DDSL's) will take the lead role when dealing with this type of abuse using their professional judgement and working together practices. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure and it is important to maintain a calm, considered and appropriate response to any reports.

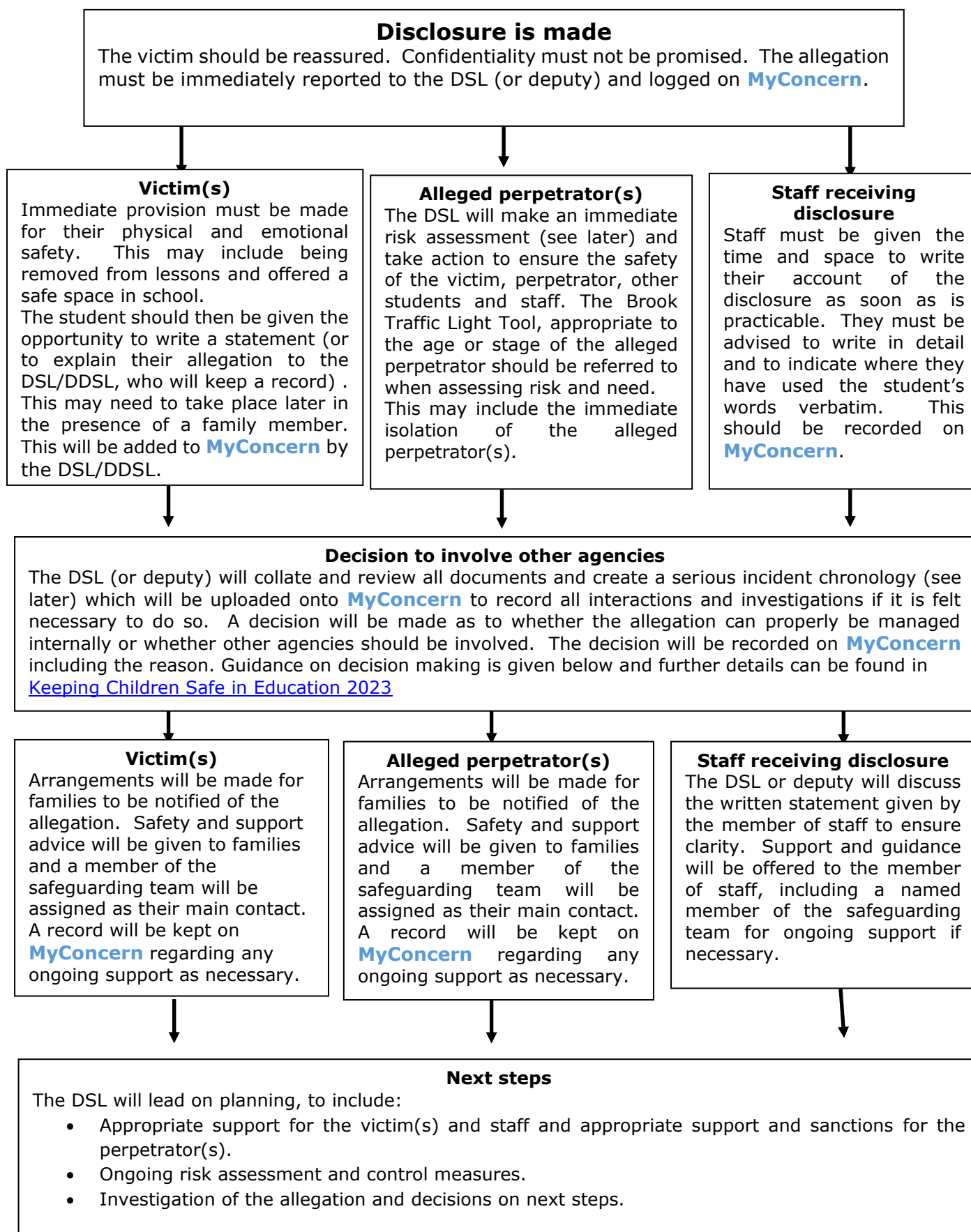
We understand that it is not easy for children to tell us about this type of abuse, and they may struggle to make a direct verbal report. Therefore, observations of changes in presenting behaviours are key. See Point 5 above.

We understand the importance of our initial response to a report and how this can encourage or undermine the confidence of future victims of sexual violence and sexual harassment. The culture in our setting is key to this.

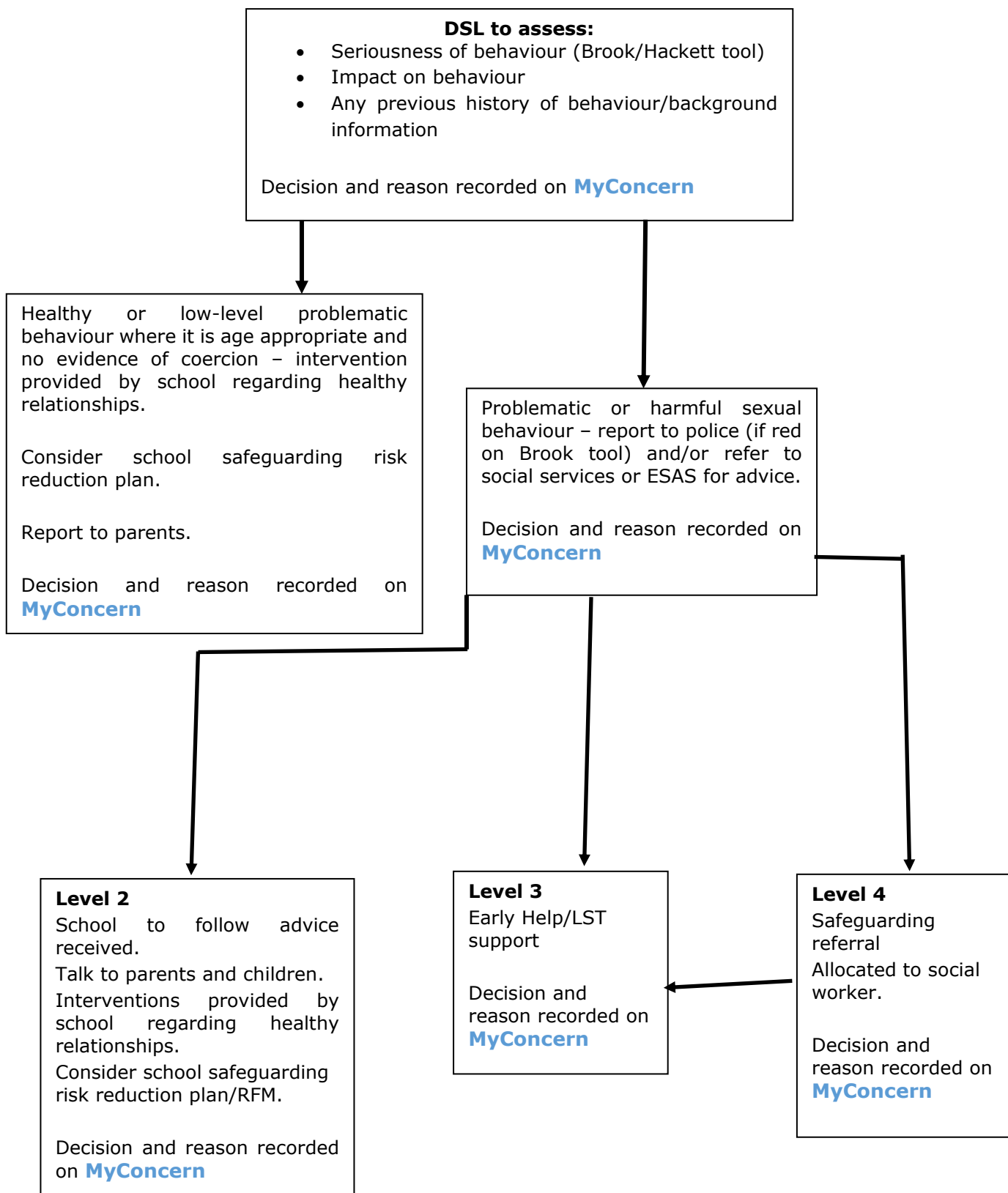
On occasions the victim may not wish for their identity to be known and there are no easy or definitive answers when this is requested. If the victim does not give consent to share information, we may still lawfully share it, if it can be justified to be in the public interest. For example, to protect children from harm and to promote the welfare of children.

The process that will be followed is detailed below.

## School initial action flow chart



## Decisions to involve other agencies





## **Involving other agencies**

An allegation may properly be managed internally if it:

- Is a one-off incident
- Does not constitute a criminal offence
- The children involved are not considered to need early help and intervention
- It is considered that the allegation can properly be managed through the school's Behaviour Policy.

Consideration must be given to involving the following agencies and decisions taken on involvement must be recorded. In the case of a decision not to involve an agency, the reason for this decision must be recorded.

Health - Appropriate medical care should be given or summoned if a child has been physically injured or is unwell.

Social care - If a child has been seriously harmed, is in immediate danger, or is at risk of harm, a referral must be made to children's social care.

Police - Where there is a report of activity which is an offence, a report must be made immediately to the police.

## **Planning and recording**

The management of an allegation of sexual violence or sexual harassment should be carefully considered, planned and recorded. Records are likely to include the following:

- Student and staff statements – added to [MyConcern](#).
- All communication with parents (victim/s and perpetrator/s).
- Serious incident chronology (if necessary)
- Risk Assessment (if necessary)
- Record of any ongoing support, including by whom and when.

Planning and decision making will take account of KCSiE, Working Together to Safeguard Children and Sexual violence and sexual harassment between children in schools and colleges.

## **Ongoing school actions:**

### **Initial accounts**

The member of staff taking the initial disclosure must record it in as much detail as possible as soon as is practicable, indicating where the students' own words are recorded.

### **Risk Assessment**

A Risk Assessment should be carried out with a view to taking immediate action to safeguard the victim(s), perpetrator(s), other students and staff. The risk assessment must be regularly reviewed and amended if necessary, as more information is received. The Brook Traffic Light tool could be used to determine the level of risk. Short term plans will be put in place to manage risk and to support all students involved, which may necessitate alternative arrangements being made for the education of students involved.

### **Determining the nature of the incident**

All allegations of sexual assault or sexual abuse will be fully investigated following normal school procedures. This includes the taking of witness statements, checking for potential CCTV and the chance for those involved to give a full account before a judgement is made about what the evidence indicates has taken place. However, should the incident be referred to the police, school staff await guidance from the police before undertaking any investigations.

### **Speaking to the victims**

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Notes should be recorded in a timely manner, with staff asking open questions such as TED questions.

### **Speaking to alleged perpetrators**

The school must remain mindful of the duty of care to alleged perpetrators. As a matter of effective safeguarding practice, schools and colleges should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Consideration must be given to the fact that abusing another child can be an indication that the perpetrator has themselves been abused.

Should there be a suggestion that the incident will be reported to the police, the perpetrator should not be spoken to initially as this could cause conflict with the police investigation.

## **Parents and carers**

The parents / carers of students involved will be informed as soon as is practicable as long as this does not put the child at additional risk. The parents / carers will be involved as appropriate throughout the investigation process.

## **Actions**

A decision on actions to be taken by the school will be taken in line with the published Behaviour Policy and the Safeguarding Policy as well as other school policies as necessary. The reasons for decisions made will be recorded on **MyConcern**. It may be necessary to support other students should they become affected by the situation. It may also be necessary, dependent on the outcome of any investigation to follow the school's behaviour policy linked to sanctions.

We understand our responsibilities to call the Police and reporting forms of child-on-child abuse. This does not mean that we are looking to criminalise children, and this may not always be necessary.

The guidance that we follow is:

[when-to-call-the-police--guidance-for-schools-and-colleges.pdf](https://www.npcc.police.uk/when-to-call-the-police--guidance-for-schools-and-colleges.pdf)  
([npcc.police.uk](https://www.npcc.police.uk))

[Outcome 21 Sexting Guidance](#)

In any form of child-on-child abuse where it is believed that an offence has been committed, a report may be made to the Police. Where there is a report of a rape, assault by penetration or sexual assault, the starting point is that this should be passed to the police who will advise and log according to their own guidelines.

Where a report has been made to the police and / or to social care, the school will work with these agencies to determine necessary actions to safeguard students and in response to the incident.

## **Ongoing support**

The school will plan for ongoing support for the victim(s) and alleged perpetrator(s) as necessary and will appoint a member of the safeguarding team to oversee this and to be the main contact with the student and their family. It is important that the child and their family are given the opportunity to shape the nature of any ongoing support.

Consideration will be given to:

- Ongoing interactions in school including in class and in other areas
- Potential interactions outside of school
- Confidentiality and students sharing information with other students
- Repercussions following any sanctions

- The particular needs of the children involved
- Early Help
- Counselling or other support
- Health
- Support from social services or statutory services

## **8. Further advice and guidance**

### **Professionals**

NSPCC - Harmful Sexual Behaviour: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>

NSPCC: [Harmful sexual behaviour \(HSB\) or peer-on-peer sexual abuse | NSPCC Learning](#)

NSPCC helpline 0808 800 5000, [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Victims**

Rape Crisis: [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

The Survivors Trust: [www.thesurvivorstrust.org](http://www.thesurvivorstrust.org)

Childline: <https://www.childline.org.uk/> 0800 1111

### **Families**

- [Keeping Children Safe in Education 2023](#)
- [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](#)
- [Review of sexual abuse in schools and colleges](#)
- [Staffsccb-Responding to Sexting Guidance](#)
- [Relationships and sex education \(RSE\) and health education](#)
- [Mental health and behaviour in schools 2018](#)
- [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England including pupil movement Sept 2023](#)
- [Children missing education](#)
- [CEOP-Safety centre](#)

- [Disrespect NoBody – Safe4Me](#)
- [Behaviour and discipline in schools](#)
- [UKCIS Guidance: Sharing Nudes and Semi-Nudes](#)
- [Searching, screening and confiscation](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Preventing sexual bullying](#)
- [Preventing bullying](#)
- [Harmful online challenges and online hoaxes](#)
- [London Grid for Learning 'Undressed' guidance](#)
- [Cyberbullying advice](#)
- [Home Page | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- The NSPCC email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Specialist Sexual Violence [Rape Crisis](#)
- The UK safer internet centre email at [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)
- [Internet Watch Foundation](#)
- [UK Council for Child Internet Safety \(UKCCIS\)](#)
- [Think u know](#)

## Appendix 1

### Sexual violence or harassment between children

#### Initial response record

Details of disclosure			
<b>Name of student(s) making disclosure</b>			
<b>Disclosure made to</b>		<b>Date of disclosure</b>	
<b>Time</b>		<b>Location</b>	
<b>Other adults present</b>		<b>Other students present</b>	
Summary of disclosure			
<i>Full statements must be written by all staff and students involved at the earliest appropriate opportunity</i>			

Initial action taken (To include the student(s) making the disclosure and the subject(s) of the disclosure)		
Student	Action taken	By whom

<b>Professionals involved</b>						
<b>Professional / agency</b>	<b>Notified?</b>	<b>Reason</b>	<b>Method</b>	<b>Date</b>	<b>Time</b>	<b>Notified by</b>
<b>D.S.L.</b>						
<b>Headteacher</b>						
<b>Police</b>						
<b>Social Care</b>						
<b>Health</b>						

<b>Notification to families</b>				
<b>Student name</b>	<b>Notified via</b>	<b>Date of notification</b>	<b>Time of notification</b>	<b>Notified by</b>

<b>Record completed by</b>	
<b>Signature</b>	
<b>Date</b>	

**Student name:** \_\_\_\_\_

**Reason for selection:** Chronological age / Developmental stage

**Completed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## SEXUAL BEHAVIOURS

●●● TRAFFIC LIGHT TOOL

### Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

#### Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

#### Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

#### Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.



Student name: \_\_\_\_\_

Reason for selection: Chronological age / Developmental stage

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_



## SEXUAL BEHAVIOURS

●●● TRAFFIC LIGHT TOOL

### Behaviours: age 13 to 17 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

#### ● Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

#### ● Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

#### ● Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

## Appendix 2

### Individual student risk assessment – child on child abuse

<b>Name(s)</b>	Names of all students involved added here unless it is deemed appropriate to do a separate risk assessment for each student involved.	<b>D.O.B.</b>	
<b>Reason for risk assessment</b>	Brief summary of allegation		
<b>Has violence been used or threatened?</b>	Yes or no and with brief details		
<b>What kind of harm has been threatened or sustained previously?</b>	Details of alleged incident triggering risk assessment		
<b>Is there a pattern of behaviour / risk?</b>	Records (Arbor, confidential file) should be checked or any previous incidents which could indicate a pattern		
<b>Is there evidence to suggest it will be repeated or is there an increase of risk?</b>	Consideration should be given to the nature of the alleged incident and all students' reactions to it. Increased risk could refer to risk of repeated or worsening incidents or to emotional risk through students involved being in contact with each other		
<b>Is there evidence to suggest premeditation?</b>	Yes or no with brief details		
<b>Professionals / other adults involved and roles</b>	Name, role and agency involved in the risk assessment – either directly or through their advice or opinions being taken into account - should be recorded here.		
<b>Intended outcome of risk assessment</b>	This will include safe management of risk and should say whether the intention is for all parties to remain in school / classes or will be educated elsewhere.		

Individual or group at risk	Nature of risk	Protective factors / controls normally in place	Risk rating (Low, Medium, High)	Controls / actions needed	Modified risk rating (Low, Medium, High)
Victim	<p>Physical – risk of repeated assault or harassment</p> <p>Physical – risk of retaliation by friends / family of perpetrator</p> <p>Emotional – impact of assault or harassment</p> <p>Emotional – aggravation of pre-existing physical or mental health concerns</p> <p>Emotional – impact of ongoing investigation</p>	<p>Staff and students adhering to Behaviour for Learning Policy</p> <p>Staff and students adhering to Behaviour for Learning Policy</p> <p>Support available from pastoral team</p> <p>Support available from pastoral team and medical support</p> <p>Support available from pastoral team</p>		<p>Consideration of isolation or exclusion of perpetrator</p> <p>Action taken to ensure wider knowledge of incident is understood and students are clear about expectations. Ongoing need to consider isolation or exclusion for others</p> <p>Named person for support, support plan agreed with victim and family. Consideration of support being sought from other agencies. Advice and guidance given to family</p> <p>Named person for support, support plan agreed with victim and family. Consideration of support being sought from other agencies. Advice and guidance given to family</p>	

	<p>especially by outside agencies</p> <p>Online – risk of harassment via social media</p>	<p>Support available from pastoral team</p>	<p>Named person for support, support plan agreed with victim and family. Consideration of support being sought from other agencies. Advice and guidance given to family</p> <p>Named person for support, support plan agreed with victim and family. Consideration of support being sought from other agencies. Advice and guidance given to family</p> <p>Action taken to ensure wider knowledge of incident is understood and students are clear about expectations. Ongoing need to consider isolation or exclusion for others</p>	
<p>Alleged perpetrator</p>	<p>Physical – risk of retaliation by friends / family of victim</p> <p>Emotional – impact of alleged incident</p>	<p>Staff and students adhering to Behaviour for Learning Policy</p> <p>Support available from pastoral team</p>	<p>Action taken to ensure wider knowledge of incident is understood and students are clear about expectations. Ongoing need to consider isolation or exclusion for others</p> <p>Named person for support, support plan agreed with perpetrator and family. Consideration of support being sought from other agencies. Advice and guidance given to family</p>	

	<p>Emotional – aggravation of pre-existing physical or mental health concerns</p> <p>Emotional – impact of ongoing investigation especially by outside agencies</p> <p>Online – risk of harassment via social media</p> <p>Media –risk of incident being reported in the media</p>	<p>Support available from pastoral team and medical support</p> <p>Support available from pastoral team</p> <p>Support available from pastoral team</p> <p>Support available from pastoral team</p>		<p>Named person for support, support plan agreed with perpetrator and family. Consideration of support being sought from other agencies. Advice and guidance given to family</p> <p>Named person for support, support plan agreed with victim and family. Consideration of support being sought from other agencies. Advice and guidance given to family</p> <p>Action taken to ensure wider knowledge of incident is understood and students are clear about expectations. Ongoing need to consider isolation or exclusion</p> <p>Action taken to ensure wider knowledge of incident is understood and students are clear about expectations. No comment made to press</p>	
Other students	<p>Physical – risk of assault or harassment</p> <p>Emotional – impact of assault or harassment</p>	<p>Staff and students adhering to Behaviour Policy</p> <p>Support available from pastoral team</p>		<p>Consideration of isolation or exclusion of perpetrator</p> <p>Action taken to ensure wider knowledge of incident is</p>	

	<p>on friend / wider community</p> <p>Emotional – impact of ongoing investigation especially by outside agencies</p> <p>Online – risk of being a victim or perpetrator of harassment via social media</p>	<p>Support available from pastoral team</p> <p>Support available from pastoral team and year teams</p>		<p>understood and students are clear about expectations. Ongoing need to consider isolation or exclusion for others</p> <p>Action taken to ensure wider knowledge of incident is understood and students are clear about expectations. Watching brief of anyone affected</p> <p>Action taken to ensure wider knowledge of incident is understood and students are clear about expectations. Watching brief of anyone affected. Ongoing need to consider isolation or exclusion for others</p>	
Staff	<p>Physical – risk of assault or harassment</p> <p>Emotional – impact of receiving disclosure for staff involved including consideration of possible impact on pre-existing physical or mental health concerns</p>	<p>Staff and students adhering to Behaviour for Learning Policy</p> <p>Support available from DSL and SLT line manager</p> <p>Support available from DSL and SLT line manager</p>		<p>Consideration of isolation or exclusion of perpetrator</p> <p>Regular support offered as required. Consideration of involvement of support from other agencies as necessary.</p> <p>Regular support offered as required. Consideration of</p>	

	<p>Emotional – impact of assault or harassment on wider community</p> <p>Emotional – impact of ongoing investigation especially by outside agencies</p>	<p>Support available from DSL and SLT line manager</p>		<p>involvement of support from other agencies as necessary.</p> <p>Regular support offered as required. Consideration of involvement of support from other agencies as necessary.</p>	
--	---	--	--	---	--

**Risk assessment completed by:**

**Signed:**

**Name:**

**Role:**

**Date:**

**Staff / other professionals consulted:**

**Proposed action, with controls as detailed above, can / cannot proceed.**

**Signed:**

**Name:**

**Role:**

**Date:**

## Appendix 3

### Serious Incident Chronology – child on child abuse

<b>Date of incident</b>	
<b>Location of incident</b>	
<b>Brief summary of incident</b>	
<b>Victim(s)</b>	
<b>Alleged perpetrator(s)</b>	
<b>Student witnesses</b>	
<b>Staff witnesses</b>	
<b>Lead member of staff investigating</b>	
<b>Lead staff contact – victim(s)</b>	
<b>Lead staff contact – perpetrator(s)</b>	
<b>Other staff involved</b>	
<b>Other professionals – victim(s)</b>	
<b>Other professionals – alleged perpetrator(s)</b>	

This log must be stored securely along with any other documents and statements.



<b>Date &amp; time</b>	<b>Detail</b>	<b>Action</b>	<b>Resp.</b>	<b>Doc. ref.</b>	<b>Record ed by</b>

**Sexual violence or harassment between children**

**Ongoing support record – victim**

<b>Details of disclosure</b>			
<b>Name of student</b>			
<b>Assigned staff contact</b>		<b>Date of disclosure</b>	
<b>Summary of disclosure</b>			

<b>Student details</b>		
<b>Vulnerability</b>	<b>Y / N?</b>	<b>Detail</b>
<b>S.E.N.D.</b>		
<b>Medical</b>		
<b>Emotional</b>		
<b>Family</b>		
<b>Peer group</b>		

<b>Professionals involved</b>			
<b>Professional / agency</b>	<b>Inv'd ?</b>	<b>Contact name</b>	<b>Telephone / Email</b>
<b>D.S.L.</b>			
<b>Headteacher</b>			
<b>Police</b>			
<b>Social Care</b>			
<b>Health</b>			
<b>CAMHS</b>			

Support plan					
Area of need	Support plan	Lead professional	School contact (if applicable)	Date	Initials

**Sexual violence or harassment between children  
Ongoing support record – alleged perpetrator**

Details of disclosure			
<b>Name of student</b>			
<b>Assigned staff contact</b>		<b>Date of disclosure</b>	
<b>Summary of disclosure</b>			

Student details		
<b>Vulnerability</b>	<b>Y / N?</b>	<b>Detail</b>
<b>S.E.N.D.</b>		
<b>Medical</b>		
<b>Emotional</b>		
<b>Family</b>		
<b>Peer group</b>		

Professionals involved			
<b>Professional / agency</b>	<b>Inv'd?</b>	<b>Contact name</b>	<b>Telephone / Email</b>
<b>D.S.L.</b>			
<b>Headteacher</b>			
<b>Police</b>			
<b>Social Care</b>			
<b>Health</b>			
<b>CAMHS</b>			

**Support plan**

<b>Area of need</b>	<b>Support plan</b>	<b>Lead professional</b>	<b>School contact (if applicable)</b>	<b>Date</b>	<b>Initials</b>

