

THE CHARTER SCHOOLS

EDUCATIONAL TRUST

Child on Child Abuse (including harmful sexual behaviour) Policy

Owner: Trust DDSLs
Date: January 2024
Approved by: CEO and Trust DSL
Next review due: January 2025

STATEMENT OF INTENT

The Charter Schools Educational Trust (the 'Trust') and its schools believe that a safe, caring and friendly environment in each of our schools creates a positive backdrop for effective teaching and learning, supports good mental health and wellbeing, and promotes equality and inclusion for all. We are committed to promoting a culture in which everyone feels confident about sharing any and all concerns they may have about their own safety and well-being or the safety and well-being of others.

The Trust recognises the rights and responsibilities of all members of its schools' communities, and therefore expect all pupils, parents, staff, trustees, governors and visitors to show due respect and courtesy to one another. Our primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of poor behaviour are with the intention of supporting pupils' wellbeing and academic progress, as well as fulfilling the Trust's safeguarding responsibilities to pupils, staff and other members of its communities.

The Trust aims to foster a collective ethos amongst all members of its communities as we aim to fulfil our mission to improve the lives of children and young people, now and in the long term.

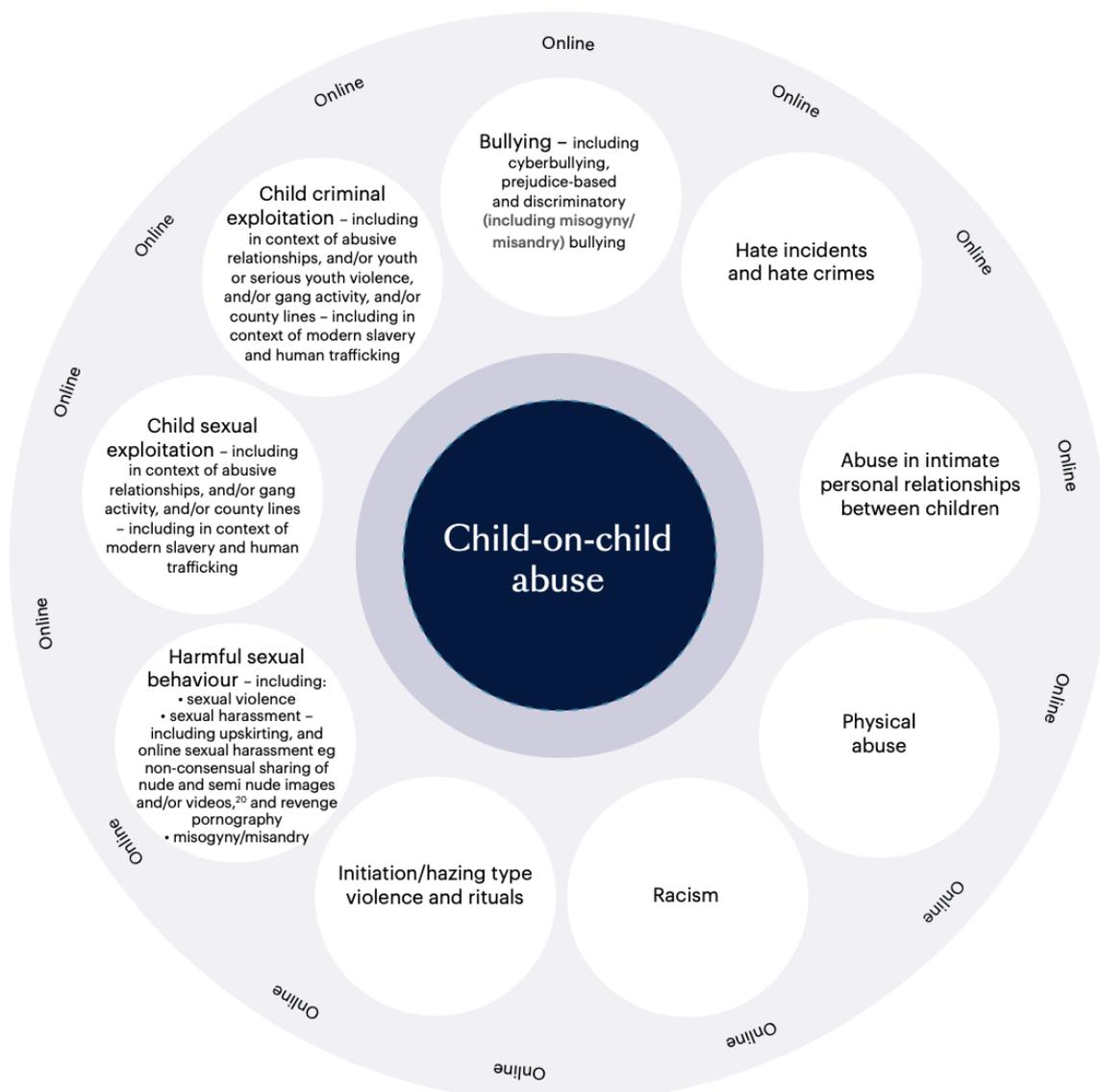
- All members of the Trust and its schools' communities must be treated inclusively and be free from any form of discrimination or prejudice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of our schools by both their peers and school staff, and should be free from bullying, discrimination, and distracting or damaging peer behaviour.
- Guidance on the use of reasonable force in certain circumstances when dealing with pupil behaviour will be agreed upon by the Headteacher and Local Governing Body, and be clearly set out within the respective school's Behaviour and Anti-Bullying policies.
- Rules will be consistently applied within our schools, and where sanctions and punishments are exercised they should be proportionate to the misdemeanour, and in line with the school specific Behaviour Policy.
- Good behaviour will be acknowledged and rewarded at the discretion of school staff, who will judge appropriately.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the individual pupil's out-of-school circumstances and possible special educational needs and disabilities will be considered. Comprehensive support will be provided before or alongside any disciplinary measures – exclusions and expulsions are to be used only as a last resort and where other intervention measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils towards the school's staff, will not be tolerated and will result in a sanction, which could include a fixed term exclusion, and potentially a permanent exclusion following a full investigation.
- The Trust will ensure that those staff who work directly with children read at least Part one and those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of DfE guidance "Keeping children safe in education".
- We will also ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A if appropriate) of the guidance.

1. SCOPE

This policy sits within the suite of Trust safeguarding policies. It gives more detail about how we respond to child-on-child abuse. It also gives further detail about how we will respond to harmful sexual behaviour.

Children, even primary school pupils are capable of abusing their peers. This can happen both inside and outside of school and online and can take different forms. This policy details the school's approach to addressing those serious incidences that could be defined as child-on-child abuse (as detailed below in fig. 1)

Figure 1 – different types of child-on-child abuse



Child-on-child abuse is defined within [Keeping Children Safe in Education 2003](#) (para 32-35). In summary this is any kind of physical, sexual, emotional or financial abuse or coercive control between children/young people both on and offline.

Harmful sexual behaviour (HSB) is one way a child can abuse another child. We are adopting the NSPCC definition of HSB as: "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

2. ROLES AND RESPONSIBILITIES

Introduction

The trustees, local governors, senior leadership teams, and all staff/volunteers at the Trust and its schools are committed to the prevention, early identification, and appropriate management of child-on-child abuse both within and beyond the school. We do not feel it is acceptable merely to take a reactive approach to child-on-child abuse in response to alleged incidents of it. We recognise national and increasing concern about this issue and wish to implement this policy in order to mitigate harmful attitudes and child-on-child abuse in the school setting, taking appropriate and prompt action where needed.

Aims

Through this policy we aim to:

- Identify the responsible individuals in the Trust or individual school and explain the purpose of their roles
- Outline the role of the Trust Board and the Local Governing Body of each respective school
- Describe the procedures to be followed if anyone in the Trust has a concern about the safety and welfare of a child who attends any school or other service or activity provided by the Trust

And in particular reference to child-on-child abuse:

- Raise awareness of the nature and level of risk to which our pupils are or may be exposed
- Increase understanding and appreciation that abuse is abuse, and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up'
- Encourage the community to hold us to account if any of our pupils are feeling unsafe as a result of the behaviour of any of their peers.
- Encourage a whole school and community approach to preventing and responding to child-on-child abuse.
- Be compliant with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education section 5.

3. KEY PRINCIPLES

Our schools will minimise the risk of allegations against other pupils by

- providing a developmentally appropriate PSHE/RSE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe

- having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued
- delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils
- Ensuring that if such an incident takes place, we will identify immediately what can be done to make that area safer and act upon that.

Language

We will use the terms child and children and not the terms 'victim' and/or 'perpetrator' because research has shown that many children who present with harmful behaviour towards others, in the context of child-on-child abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers.

Curriculum

Our taught curriculum - particularly Personal, Social and Health Education (PSHE) and Relationship and Sex Education (RSE) - that expands pupils' understanding of and value for diversity, we aim to prevent such incidences from occurring. The curriculum:

- embeds representation of diverse groups across the curriculum
- teaches about and against prejudice
- identifies and challenges stereotypes
- broadens the range of what is deemed 'normal'
- develops young people's capacity for empathy

We use carefully sequenced curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes open discussion of topics that children and young people find particularly difficult, such as consent.

Training

Our teachers work together and receive relevant training to ensure they are well equipped to deliver PSHE/RSE, to identify the early signs of child-on-child abuse, and to be able to uphold the expected standards in their responses to these issues set out in this policy. Our Designated Safeguarding Leads (DSLs) receives regular update training and protected time to carry out their duties. All staff receive training in line with 'Part 5: Child on child sexual violence and sexual harassment' of DfE guidance "Keeping children safe in education".

Systems and record keeping

We keep systematic records of such incidences on secure software systems CPOMS/My Concern as part of our safeguarding procedures. These incidences are analysed to identify patterns and intervene early to prevent abuse. Our approach reinforces a culture where such incidences are not tolerated.

Vulnerable groups and links to barriers to disclosure

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include:

- experience of abuse within their family
- living with domestic violence
- young people in care
- children who go missing
- children with additional needs (SEN and/or disabilities)
- children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.

We recognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways.

What research tells us

- Under 18s are responsible for at least 1/3 of recorded sexual offences against children and young people in the UK
- Girls are more frequently identified as being abused by their peers
- Girls are more likely to experience unwanted sexual touching in schools
- Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour.
- Boys report high levels of victimisation in areas where they are affected by gangs.
- Those with learning disabilities and autism also tend to be over-represented amongst young people who have displayed harmful sexual behaviour
- Around half of young people who have displayed harmful sexual behaviour have experienced sexual abuse themselves
- The vast majority of young people do not persist with these behaviours into adulthood

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Responding to incidences

Generic principles of responding to such incidences

- **Challenging** prejudicial behaviour, including setting standards of acceptable behaviour and a culture of trust and respect. Challenge includes explanation and information to help those responsible understand the impact and reflect but may also result in disciplinary action.

- **Supporting** all those affected by the incident (the target, person responsible, witnesses, participants, bystanders, families, staff and trustees/governors) to mitigate the impact and effect a change in behaviour including following up to ensure the incident has been effectively dealt with.
- **Recording** what has happened and report to relevant people. This will include informing the parents
- **Monitoring and analysing** reports to look for patterns to help direct further preventative measures
- **Evaluating** the intervention to learn and improve practice

We use the [Brook traffic light system](#) to support us in determining whether certain behaviours are deemed age appropriate (normal), or whether they are inappropriate and harmful. Brook gives us the types of behaviours that may come under each category. This, together with Simon Hackett's continuum of behaviour (2010) (below) is a useful guide to measure the behaviour that has occurred and consider the circumstances around the incident (s) and how serious it is.

Fig. 2 Hackett continuum 2010

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

Points to consider when using the continuum:

(Please remember these are guides and do not deal in absolutes, it is vital that all circumstances are considered such as those listed below.)

- The wishes and feelings of the child that has been harmed
- Were there any witnesses?
- What are the ages and development of the children involved?
- Are there any additional vulnerabilities?
- Where did the incident take place?
- What was the explanation by all children involved of what occurred?
- What is each child's understanding of what occurred?
- Is this a repetition of a previous incident?

- Are these the same children involved? Is it the same child doing the harm but to different children?
- Are there ongoing risks to the child that has been harmed?
- Are there ongoing risks to the child that has been harming?

Reporting to the Police (see section 13 in the [Trust Child Protection and Safeguarding policy](#))

The school will follow the advice '[When to call the police](#)' which covers incidents on school premises where pupils have potentially committed a crime. It provides guidance on what schools should bear in mind when considering contacting the police and aims to support schools to make defensible decisions when considering whether to involve the police. This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

4. HOW WE WILL DEAL WITH INVESTIGATIONS INTO INCIDENCES OF ANY TYPE OF HARM (SEE section 9.4 OF THE CHILD PROTECTION AND SAFEGUARDING POLICY (CPP))

Outlined in the CPP are the actions Trust staff will take when undertaking an investigation regarding any type of harm.

4.1 Recognition and disclosure

- Ensure there is plenty of time to listen and receive the disclosure – this will have your full attention
- Ensure you are somewhere private, safe and comfortable for the child, whilst keeping yourself (as the adult) safe also
- Remain calm and not overreact
- Allow the child/young person to speak freely
- Do not be afraid of silences
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Do not automatically offer physical touch as comfort

4.2 Initial information gathering (unless a crime has been committed)

- If a crime has **not** been committed – Gather the **facts** – do not ask leading/investigative questions, use open and consistent language, use the voice of the child (taking direct quotes where appropriate)
- Do not promise confidentiality

- If you are asking a child to write something down this is an account (not a statement)
- Tell the child/young person what will happen next – that you will pass the information on to the DSL

4.3 Decision making

- Decide on the next course of action – if the child is in need of immediate protection or at risk of significant harm always immediately report your concern on CPOMs/MyConcern **and** face to face to the Designated Safeguarding Lead (DSL) or in their absence a Deputy DSL.
- In the case of an allegation against a member of staff talk to the Headteacher. In their absence contact Cassie Buchanan (Trust Chief Executive and Trust DSL)
- Staff may also share information directly with children’s social care or the police if they are convinced that a direct report is required or if the DSL, the DDSLs, the Headteacher or the CEO are not available, and a referral is required immediately.
- Informing Parents - The school will normally seek to discuss any concerns about a pupil with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are notified. Further guidance is detailed in [Understanding and dealing with issues relating to parental responsibility](#)
- There may be occasion to apply the Gillick competency for example, if a child or young person:
 - I. would like to have therapeutic support but doesn't want their parents or carers to know about it
 - II. is seeking confidential support for substance misuse
 - III. has strong wishes about their future living arrangements which may conflict with their parents' or carers' views.
 - IV. Further guidance from the NSPCC is [here](#) ,

5. HOW WE WILL DEAL WITH INCIDENCES OF CHILD-ON-CHILD ABUSE.

*With these particular incidences the core investigation is managed differently – we will follow all the steps in our policy above **PLUS the ones below.***

Our steps follow the [London Child Protection Procedures](#)

Just as the child’s behaviours are on a continuum of seriousness and harm, the response given is also on a continuum. The NSPCC document '[Responding to children who display sexualised behaviour](#)' gives additional guidance on how to respond

5.1 Recognition and disclosure (in addition to the above)

- Recognise that these types of behaviours may be as a result of being a victim of abuse themselves.
- If the child coming to you is the child who has harmed, they need reassurance and support that they will be kept safe also.

5.2 Initial information gathering (in addition to the above)

- **Has a crime been committed? – if yes, this has a different response, call the police, if you start investigating yourself this may jeopardise any criminal proceedings**
- If the DSL receiving the disclosure, is unsure how to respond, they must seek support, from external agencies as well as making the usual referrals where appropriate.

5.3 Decision making

- **Does social care need to be called because the child is at risk of significant harm?**
Adults must consider whether there is a risk the child with the harmful behaviour poses a significant risk to their own siblings, other children and/or adults. The child with the harmful behaviour may have considerable need themselves and may also be or have been the victim of abuse.
- Once the facts have been gathered in the disclosure, triangulate with what you know about the child, their family, the situation, using Hackett's continuum to help and support with the risk assessment
- Seek advice from social care where appropriate
- Informing the parents – (see above)

5.4 Strategy for what happens next

- Social care may direct a referral in which case the school becomes part of the wider safeguarding team (as in section 17 /47) these will be 'red' (see appendix 1)
- If there is no referral to social care the school must consider their response under green or amber (see appendix 1). Is a referral for a specialist assessment needed for anyone involved?
- Is a written risk assessment needed along with a safety plan? If not, why not – in your written records you must state your reasoning (see appendix 2 for Safety Plan template)
- At this stage, communicate with parents face to face

5.5 Action planning monitoring and review

- If needed – write the risk assessment and safety plan, informing parents of these documents (see below for details)
- Follow the follow-up procedures (below)

6. KEEPING WRITTEN RECORDS OF THE EVENTS AROUND THE DISCLOSURE

All concerns, discussions and decisions made, and the reasons for those decisions will be recorded, kept confidential, and stored securely on CPOMS/My Concern. This is the single source of all information relating to safeguarding.

Records should include:

- All concerns
- A record of all emails, phone calls and conversations related to the concern
- details any follow up action taken, decisions reached and the outcome for each concern
- All day to day email, phone calls and documentation related to any pupil about which a concern has been raised or is about to be raised
- All email, phone calls and documentation related to any meetings with safeguarding partners, organisations providing support, or those individuals

If in doubt about recording requirements, staff should discuss with the DSL (or DDSL) but in the interim record the matter in CPOMs/MyConcern

Follow Up - For the Young Person Who Has Been Harmed

What support they require depends on the individual e.g. counselling, a mentor or they may feel that they can deal with it on their own or with support of friends/family. We will always engage in restorative justice techniques and will continue to monitor the situation and people involved. If the victim feels very unsafe/vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

Follow up - For the Young Person Who Has Displayed Harmful Behaviour

It is important to find out why the young person has behaved in such a way; one to one mentoring or counselling may also be necessary. It is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice, or it may be a requirement for the young person to engage in one-to-one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation, the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment (RAMP) may be required (see appendix 3 for template). This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

Follow up - After Care for both

After the conclusion of the incident we will continue to support both parties involved. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

We may also consider a safety plan which consider the behaviours that may be risky and plan ways to manage triggers and to seek support from adults and peers. These plans are designed to support pupils in feeling secure in the school and identify and manage feelings, situations that leave them feeling anxious.

The plans are completed with the parents, staff and the pupil (depending on their age)
The language of safety planning is more positive than risk assessment and can give security to the child that a joined-up approach is being followed by all in school. (see appendix)

7. RESPONSE FOR SPECIFIC TYPES OF INCIDENTS

7.1 Child sexual exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. A child under the age of 16 is not legally capable of consenting to sex (it is statutory rape)

Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are:

- going missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part in education
- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having new and/or older friends; displaying inappropriate sexualised behaviour.

It is a criminal offence for anyone to be involved in any sexual act (sexual intercourse, sexual touching, kissing etc) with anyone under the age of 13 whether the young person agrees or not, on the basis that anyone under 13 lacks the capacity to give valid consent to any sexual act.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18. Further information on signs of a child's involvement in sexual exploitation is available in the DfE guidance: [Child sexual exploitation: guide for practitioners](#).

What we will do

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil in our schools, this will result in an immediate referral to Children's Services.

7.2 Sexting (youth involved sexual imagery)

Our schools recognise that 'youth involved' and 'sexting' are not terms that children generally use. According to research, many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.'

Children are more likely to interpret sexting as writing and sharing explicit messages with people they know.

'Youth produced sexual imagery' (Often also described as 'youth produced sexual imagery') best describes the practice because:

- 'youth involved' includes children sharing images that they, or another child, have created of themselves
- 'imagery' covers both still photos and moving videos

A judgement of whether something is 'decent' is both a value judgement and dependent on context.

What types of incidents are covered by this policy?

Yes:

- A child creates and shares sexual imagery of themselves with a peer (both under 18)
- A child shares sexual imagery created by another child with a peer (under 18) or an adult
- A child is in possession of sexual imagery created by another child

No:

- The sharing of sexual imagery of children by adults constitutes child sexual abuse and schools should always inform the police
- Children sharing adult pornography or exchanging sexual texts which do not contain imagery
- Sexual imagery downloaded from the internet by a child
- Sexual imagery downloaded from the internet by a child and shared with a peer (also under the age of 18) or an adult

What we will do

An incident involving youth involved sexual imagery is considered 'extreme' and will be referred to the DSL. The DSL will follow the procedures and guidance set out in, UK Council for Internet Safety (UKCIS) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.

- there should be subsequent interviews with the children involved,
- parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at risk of harm,
- where a child is suffering, or is likely to suffer from harm, we will refer to social care and/or the police.
- any report to the police should be considered against the severity of the concerns and/or allegations.

The school will consider the following when assessing the severity of the concerns/allegations:

- the impact on any child who has allegedly experienced the abuse,
- Was production consensual or coerced?
- Was sharing consensual?
- Was production volunteered or requested?
- What are the ages of the children involved?

7.3 Issues to do with consent, pestering, harassment, jokes and 'banter' between children (see part 5 of KCSIE)

These can occur between any two children, or between groups of children. It can occur online and offline (both physically and verbally) and those who experience it will likely find it stressful and distressing.

"It's just banter" is used to excuse rude/prejudiced based behaviour. It uses social pressure to mark children out as outsiders, a 'rainer-on-parades', a 'tiresome downer on a good time who can't take a joke'. Real examples found in primary and secondary schools:

- “People at school have been calling me “gay” and “queer” and saying I’m “a girl”. I feel sick and scared of going into school. How can they know I’m gay when I don’t know myself yet?”
- Boys giving girls marks out of 10 based on their physical appearance while they were travelling to and from school together.
- Reinforcing gender stereotypes e.g. ‘you run like a girl’
- “Sometimes the people that you chill with want you to do certain things that you don’t want to do, but you have to do it because you’re part of that group, you’re part of it”
- Unwanted, unwelcome physical contact, such as touching, bumping, grabbing, or patting
- Intimidating behaviour in any part of the school, but particularly round the toilets, in the corridors, hallways, stairs, which can include demeaning nicknames, homophobic name calling, cat calls, ‘rating’.
- Pulls clothing e.g. pulls down your trousers, flips your skirt*, lifts your shirt, etc. or grabs at you, or tries to, so they can see or touch any part of your body.
- Blocking someone’s path so they can't get away from the harassment, jokes, or banter.
- Trying to kiss someone without consent or touching someone’s bottom/breasts/genitalia without consent.

***Upskirting (similar to ‘downblousing’)**

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person’s clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). **It is a criminal offence** under the Voyeurism Act for which the perpetrator can be prosecuted.

Anyone, and any gender, can be a victim and this behaviour is completely unacceptable.

What will we do

All such incidences are defined as extreme according to our behaviour policy and are dealt with by a member of SLT, who will inform the DSL

- there should be subsequent interviews with the children involved,
- parents should be informed (at an early stage if appropriate) and involved in the process
- Support for both children put in place to ensure both are protected – this may include a referral to external agencies (like social care or the police)
- We will take advice, as appropriate, from children’s social care, specialist sexual violence services and the police. If one of the party’s involved moves to another educational institution (for any reason), we will make the new educational institution aware of any ongoing support needs and where appropriate, potential risks to other children and staff.
- We will issue any sanction deemed necessary

8. This policy should be read in conjunction with the following:

- School Behaviour Policy
- Trust suspensions and exclusions policy
- Trust child protection and safeguarding policy
- [OFSTED review](#) into sexual abuse in schools (June 2021)
- [KCSIE](#)
- [Brook Traffic Light](#) system for sexual behaviours

Appendix 1: NSPCC guide [responding to children who display sexualised behaviour](#)

Responding to children who display sexualised behaviour

It's important to be able to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure children get appropriate support. Always consider the child's holistic needs and safeguarding concerns alongside any sexualised behaviour and follow due procedures accordingly. This guide is a tool to support objective decision making about a child or young person's sexual behaviour and does not replace professional judgement or policy and legislation. Visit nspcc.org.uk/hsb for more information.

Need advice?

Contact our helpline for advice and support:

- Call **0808 800 5000**
- Email help@nspcc.org.uk
- Visit nspcc.org.uk/helpline

Childline

For children who need further support our free, confidential helpline is available 24/7:

- Call **0800 1111**
- Visit childline.org.uk

Developmentally typical		Problematic		Harmful
Hackett Continuum				
Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected and socially acceptable behaviour • Consensual, mutual and reciprocal • Decision making is shared 	<ul style="list-style-type: none"> • Single instances of developmentally inappropriate sexual behaviour • Behaviour that may be socially acceptable within a peer group but not in wider society • May involve an inappropriate context for behaviour that would otherwise be considered normal 	<ul style="list-style-type: none"> • Developmentally unusual and socially unexpected behaviour • May be compulsive • Consent may be unclear and the behaviour may not be reciprocal • May involve an imbalance of power • Doesn't have an overt element of victimisation 	<ul style="list-style-type: none"> • Intrusive behaviour • May involve a misuse of power • May have an element of victimisation • May use coercion and force • May include elements of expressive violence • Informed consent has not been given (or the victim was not able to consent freely) 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator • May involve sadism
<p>How to respond</p> <ul style="list-style-type: none"> • Although green behaviours are not concerning, they still require a response • Listen to what children and young people have to say and respond calmly and non-judgementally • Talk to parents about developmentally typical sexualised behaviours • Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse • Signpost helpful resources like our 'Talk PANTS' activity pack: nspcc.org.uk/pants • Make sure young people know how to behave responsibly and safely 	<p>How to respond</p> <ul style="list-style-type: none"> • Amber behaviours should not be ignored • Listen to what children and young people have to say and respond calmly and non-judgementally • Consider the child's developmental age as well as their chronological age, alongside wider holistic needs and safeguarding concerns about the problematic sexualised behaviour • Follow your organisation's child protection procedures and make a report to the person responsible for child protection • Your policy or procedure should guide you towards a nominated child protection lead who can be notified and will provide support • Consider whether the child or young person needs therapeutic support and make referrals as appropriate 	<p>How to respond</p> <ul style="list-style-type: none"> • Red behaviours indicate a need for immediate intervention and action • If a child is in immediate danger, call the police on 999 • Follow your organisation's child protection procedures and make a report to the person responsible for child protection • Your policy or procedure should guide you towards a nominated child protection lead who should be notified and will provide support • Typically referrals to children's social care and the police would be required. Referrals to therapeutic services should only be made once statutory services have been informed and followed due procedures 		

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Appendix 2 - Safety Plan Template

Safety Plan for: (names of children)				
Completed by:		Date:		
Attendees: (Those who have contributed to the plan)				
Identified concern of risk	Action(s) Required	Responsibility	Date for Review	Additional information (e.g. Rationale for action)
Contact between children				
Other arrangements in school				
Other arrangements outside school				

Appendix 3:

THE RISK ASSESSMENT MANAGEMENT PLAN (RAMP)

Name of child/young person	
Date of birth	
School	
Class/form	
Date of RAMP	

RAMP agreed by:

Name	Role	Agency

N.B. Parents and the child/young person concerned should be part of the plan, along with key agencies/professionals

Information sharing:

In order to safeguard children, the contents of this RAMP may need to be shared with other professionals on a need-to-know basis. The parents/carers and child (if appropriate) will be informed of who the RAMP is being shared with and why.

Name	Role	Section of RAMP to be shared

Context of RAMP/overview of the concerns:

Give an overview of the incident / reason you are undertaking this RAMP Please refer to any existing safeguarding documentation which you may have on file

Factors causing concern and evidence:

Please elaborate nature of harm in behaviour box as necessary, e.g. risk of reprisals

Behaviour	Nature of harm? (physical, sexual, emotional)	Fact or potential risk?	Deliberate/ Accidental/ Involuntary (if known)
	P/S/E	F/PR	D/A/I
Harm to Self			
Harm to Peers			
Harm to Staff			
Other Harm (please specify)			
Other Harm (please specify)			

Other agencies views of concern/s:

Children and young people’s needs are often complex and require a joined-up response by a range of agencies. This document should reflect the views of other agencies about the level and nature of risk.

	Factors that heighten risk	Factors that lower risk
School		
Health		
Police		
Children’s Services <i>Please identify which service/s specifically are working/have worked with the child below</i>		
Other		

Pre-Check list

This list is for use when completing the 'day-to-day management plan'. The headings correlate to the trigger titles in the table and should help you to complete the 'strategies to support' section. Please bear in mind that the questions here are just pointers -you are not required to answer every question and the list is not exhaustive. There are blank sections in the table on should you have additional triggers you wish to highlight.

Teaching and learning
<ul style="list-style-type: none">✓ What is the current level of supervision and is this appropriate?✓ Are all staff aware of the level of supervision required?✓ Who is responsible for discussing the child/ young person's risk and needs to other staff?✓ Has the child/ young person engaged in any worrying sexual behaviours within the classroom setting now or previously?✓ Are there particular times when the child/ young person seems more relaxed and content?✓ Are there particular times or circumstances where the child/ young person seems more unhappy/ upset/ distracted/ irritable / distressed?✓ Can extra support / supervision be put in place during difficult times?✓ Are the seating arrangements satisfactory?✓ Are there times when the child/ young person is allowed to leave the class during class times?✓ How is sex and relationships education managed and does the child/ young person need further information?✓ Are there particular areas of risk in the class e.g. when the teacher is occupied with other pupils, and how can this be managed?✓ How will risk be managed during off site activities - school trips, work experience etc?
Unstructured times
<ul style="list-style-type: none">✓ Have there been concerns about the child/ young person's sexual behaviours in school when out of the classroom? If so, who were the behaviours directed to and in what circumstances? What children may be particularly vulnerable and how can this be managed?✓ Does the location of the toilets cause a problem? Does more than one class share them? Are particular rules required for going to the toilet?✓ Are there rules about showering, dressing and undressing for PE that need to be considered? Are staff able to supervise changing appropriately and according to the needs and age of the children concerned?✓ Are there rules about physical contact during play that needs to be considered?✓ Has the child/ young person a history of absconding?✓ Does consideration need to be given to use of school technology? Is school technology (computers, laptops, tablets, iPads etc) monitored to ensure that children and staff are following the School's Acceptable Use Policy?✓ What are the arrangements for the child/young person to get safely to and from school/college?
Outside area
<ul style="list-style-type: none">✓ Are there areas within the school and grounds that are unsupervised?✓ Are there any other building issues that may increase risk? e.g. building works, co- located school, communal playground?

- ✓ Is there a need to make certain areas 'out of bounds' either for the time being or permanently?
- ✓ Can you involve more staff to engage children in constructive play/ conversation to encourage them to be more interactive and, therefore, less open to inappropriate play?

Children/Young People

- ✓ Have all children been taught about keeping safe? Is any additional input needed due to the current concerns (either individual/group work or as a whole class? Who will take responsibility for coordinating?
- ✓ Are all children aware of who they can go to if they have a worry?
- ✓ Do all children feel that they are listened to and are confident that appropriate action will be taken?
- ✓ If primary, have all children completed a Safety Circle (Foundation/KS1) or a Network of Support (KS2)?
- ✓ If secondary, are young people aware of who they can speak to/who their support networks are in school (including school nurse etc.)?
- ✓ Are children's parents/carers informed of personal safety curriculum Units of Work covered, including E-safety?

Individual work

- ✓ Who will talk to the child/ young person about their sexual behaviours if the need arises? Will this staff member require any support?
- ✓ What are the arrangements for reporting, recording and monitoring the child's behaviour? Who will be responsible for monitoring and updating the chronology?
- ✓ Are there clear boundaries and expectations of acceptable behaviours?
- ✓ What work is being undertaken to address the child's unmet needs in relation to sexual behaviour? What support has the child/young person been offered to be safe in school?
- ✓ What support is in place to reduce the risk of isolation and to encourage the child to enjoy and achieve?
- ✓ Are there any additional factors to consider in relation to the child's age, sex, race, religion, disability, mental / physical health or other?
- ✓ Who will communicate with parents/carers? What support needs do the parents/carers have? What do parents/carers need to do to support their child?

Day-to-day plan

Please complete the relevant section/s using the 'Checklist of things to consider'

1. Teaching and learning		2. Unstructured times	
Potential triggers:	Strategies to support:	Potential triggers:	Strategies to support:
3. Outside area		4. Children/Young People	
Potential triggers:	Strategies to support:	Potential triggers:	Strategies to support:
5. Individual work		6. Other triggers (please specify)	
Potential triggers:	Strategies to support:	Potential triggers:	Strategies to support:

Please ensure that all staff who are involved in the implementation and monitoring of this day-to-day management plan can answer the following questions:

Review of RAMP

Evaluate whether any changes need to be made to the RAMP. A review will consider any new information, change in circumstances, and any work carried out with the child and family.

Agreed actions/amendments for this review:

Summary of progress made	Actions/amendments	Why?	Who and when?
School/ College setting: <i>e.g., have there been any further incidents? If so, what actions were taken and what was the outcome?</i>			
Child / young person: <i>e.g., has the child used the support available in school and from other agencies as part of this plan?</i>			
Response to increased concerns (if there are concerns that the Day-to-day Management Plan is ineffective), <i>e.g., can the child remain in school given the current concerns? What additional support can be given?</i>			

Name	Role	Signature

Notes: