



Windmill Primary School Child on Child Abuse Policy



THE BEST POSSIBLE START TO THE REST OF A CHILD'S LIFE



Windmill Values and Vision

'Every day is a new day'	I	Include everyone
'Be there for each other'	G	Guarantee opportunities
'Aim high'	N	Nurture aspirations
'Do your best'	I	Inspire each other
'Don't give up'	T	Try everything
'Believe in yourself'	E	Encourage independence

Introduction

At Windmill Primary School our governors, strategic leadership team and all staff are committed to the prevention, early identification, and appropriate management of child-on-child abuse both within and beyond the school. This policy is written in line with [Keeping Children Safe in Education](#)

We believe that in order to protect children, all schools should:

- be aware of the nature and level of risk to which their pupil are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context;
- take a whole-school community 'Contextual Safeguarding' approach to preventing and responding to child-on-child abuse.

As a school we are committed to:

- tackling child-on-child abuse proactively, focusing on:
 - systems and structures;
 - prevention;
 - identification;
 - response/intervention;
- recognising and responding to the increasing national concern about this issue in order to mitigate harmful attitudes and child-on-child abuse in the school setting;
- encouraging parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they inform the school so that we can ensure that appropriate and prompt action is taken in response.

This policy:

- is the school's overarching policy for any issue that could constitute child-on-child abuse. It relates to, and should be read alongside our Child Protection and Safeguarding Policy and any other relevant policies including the behaviour, anti-bullying, online safety and exclusions policies;
- sets out our strategy for preventing and identifying and managing child-on-child abuse;
- applies to all members of our school community. It is reviewed biennially and updated in the interim, as required, to ensure that it continually addresses the risks to which pupils are or may be exposed;
- recognises that abuse is abuse and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up';
- is compliant with the latest statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education;

- does not use the term ‘victim’ and/or ‘perpetrator’. This is because our school takes a safeguarding approach to all individuals involved in concerns or allegations about child-on-child abuse, recognising 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 themselves prior to their abuse of peers;
- uses the terms ‘child’ and ‘children’, which is defined for the purposes of this policy as a person aged under 18.
- should, if relevant, be read in conjunction with the DfE’s advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE - May 2018), and any other advice and guidance referred to within it;
- should be read in conjunction with the Local Safeguarding Partnership’s Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

Understanding child-on-child abuse

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse and coercive control, exercised between children, and within children’s relationships (both intimate and non-intimate), friendships and wider peer associations.

Child-on-child abuse can take various forms, including (but not limited to):

- serious bullying (including cyber-bullying) and physical abuse
- relationship abuse
- domestic violence and abuse
- child sexual exploitation
- youth and serious youth violence, including sexual violence
- harmful sexual behaviour
- sexual harassment including sexual comments and ‘jokes’
- Upskirting which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- the distribution of youth involved sexual imagery or ‘sexting’
- prejudice based abuse and violence, including gender-based violence.
- initiation/hazing-type violence and rituals

What is Contextual Safeguarding?

All staff should consider the context within which incidents/behaviours occur. This is known as ‘contextual safeguarding’, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that pose a threat to their safety or well being.

This policy:

- (a) encapsulates a contextual safeguarding approach, which is about changing the way that professionals approach child protection when risks occur outside of the family.
- (b) adopts a whole-school community Contextual Safeguarding approach, which means:
 - being aware of the impact that these wider social contexts may be having on pupils.
 - creating a safe culture in the school by implementing policies and procedures that address child-on-child abuse, promoting healthy relationships and attitudes to

gender/sexuality, hotspot-mapping to identify risky areas in school and training on potential bias and stereotyped assumptions;

- being alert to and monitoring changes in pupils' behaviour and/or attendance;
- contributing to local child protection agendas by, for example, challenging poor threshold decisions and referring concerns about contexts to relevant local agencies.

How prevalent is child-on-child abuse?

Research suggests that child-on-child abuse is one of the most common forms of abuse affecting children in the UK. Child-on-child abuse tends to be experienced by children aged 10 and upwards, with those abusing them being slightly older; however, cases of eight year olds being abused, and inflicting abuse, have been reported.

Sexual behaviours

The following continuum model¹ demonstrates the range of sexual behaviours presented by children, which may be helpful when seeking to understand a Pupil's sexual behaviour and deciding how to respond to it.

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 behaviour • 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 compliance • Intrusive • Informed consent lacking or not able to be freely given • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour • Sadism

This continuum relates exclusively to sexual behaviours and is not exhaustive. The Brook Sexual Behaviours Traffic Light Tool² (Appendix E) can also help professionals working with children to distinguish between three levels of sexual behaviour – green, amber and red, and to respond according to the level of concern. Windmill DSLs are trained to use this tool and this training is renewed every three years.

How can a child who is being abused by peers be identified?

All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child-on-child abuse.

¹ Professor Simon Hackett's harmful sexual behaviour framework, 2019, p 15: <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexualbehaviour-framework/>

² <https://www.brook.org.uk/your-life/courses/traffic-light-tool/>

However, staff should be mindful of the fact that the ways in which children will disclose or present with behaviours will differ as a result of their experiences.

Things to look out for in victims of child-on-child abuse:

- Regularly feeling sick or unwell in the morning;
- Reluctance to make the journey to and from school;
- Money or possessions going missing;
- Clothes or school bag torn;
- Wanting extra pocket money for no particular reason;
- Unexplained cuts and bruises;
- Taking different routes to school;
- Unexplained behaviour changes, e.g. moody, bad tempered, tearful;
- Unhappiness;
- Nightmares;
- Not wanting to leave the house;
- Reluctance to talk openly about school friends and playtimes/break-times.

The school's safeguarding team should regularly review behaviour incident logs which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

If a parent thinks their child may be the victim of child-on-child abuse, they should contact the school as soon as possible to report the issues through the appropriate channels. Sometimes children do not report the issues to anyone in school. The Child-on-Child Abuse Incident Report Form Stage 1 form should be completed by the person receiving the information (Appendix A) and then pass it on to the Headteacher who will delegate the investigation to the Assistant Headteacher for Behaviour and Attitudes or to another appropriate member of staff using the Stage 2 form (Appendix B).

Are some children particularly vulnerable to abusing or being abused by their peers?

Any child can be vulnerable to child-on-child abuse due to the strength of peer influence and staff should be alert to signs of such abuse amongst all children. Situational factors can increase a child's vulnerability to abuse by their peers. For example, an image of a child could be shared, following which they could become more vulnerable to child-on-child abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family.

Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse. For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable to child-on-child abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to such abuse.

Research suggests that:

- Child-on-child abuse may affect boys differently from girls, which may result from societal norms rather than biological make-up. Barriers to disclosure will also be different.

- Children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND, and additional barriers can sometimes exist when recognising abuse in children with SEND. These can include:
 - a) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration;
 - b) the potential for children with SEND to be disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs;
 - c) communication barriers and difficulties;
 - d) overcoming these barriers.

- Some children may be more likely to experience child-on-child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

A whole school approach

The school actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- Educating all governors, its strategic leadership team, staff, pupils and parents about this issue, including training on the nature, prevalence and effect of child-on-child abuse and how to prevent, identify and respond to it. This includes:
 - a) Contextual Safeguarding;
 - b) the identification of specific behaviours, including digital behaviours;
 - c) the importance of taking seriously all forms of child-on-child abuse and ensuring that no form of child-on-child abuse is ever dismissed as teasing or banter;
 - d) social media and online safety, including how to enable children to identify and manage abusive behaviour online.

- Educating children about the nature and prevalence of child-on-child abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via PSHE and the wider curriculum. They are regularly informed about the school's approach to such issues, including its zero-tolerance policy towards all forms of child-on-child abuse.

- Engaging parents on these issues by:
 - a) publicising the possible signs and symptoms of child-on-child abuse and encouraging them to report concerns to the school immediately;
 - b) encouraging parents to hold the school to account on this issue, in part as a result of visibility of this policy.

- Supporting the ongoing welfare of the pupils by drawing on multiple resources that prioritise pupils mental health, and by providing in-school counselling to address underlying mental health needs.

- Creating conditions in which our pupils can aspire to, and realise, safe and healthy relationships fostering a whole-school culture:

- a) which is founded on the idea that every member of our school community is responsible for building and maintaining safe and positive relationships, and helping to create a safe school environment in which violence and abuse are never acceptable;
 - b) in which pupils are able to develop trusting relationships with staff and in which staff understand, through regular discussion and training, the importance of these relationships in providing pupils with a sense of belonging, which could otherwise be sought in problematic contexts;
 - c) in which pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to;
- Responding to cases of child-on-child abuse promptly and appropriately;
 - Ensuring that all child-on-child abuse issues are fed back to the school's Safeguarding Team so that they can spot and address any concerning trends and identify pupils who may be in need of additional support.

Multi-agency working

The school actively engages with its Local Safeguarding Partnership in relation to child-on-child abuse and works closely with a range of external agencies in accordance with the Local Safeguarding Partnership's procedures.

The school actively refers concerns and allegations of child-on-child abuse where necessary to children's social care, the police and other relevant agencies in accordance with the Local Safeguarding Partnership's procedures.

Responding to concerns or allegations of child-on-child abuse

It is essential that all concerns and allegations of child-on-child abuse are handled sensitively, appropriately and promptly.

Our response will:

- Include a thorough investigation of the concern(s) or allegation(s), and the wider context in which it/they may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident(s), it may be appropriate for the police and/or children's social care to carry out this investigation;
- 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. The school should ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter;
- Take into account that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider sociocultural contexts such as the child's peer group, family, the school environment, the potential for victimisation in the local community and the child's online presence;
- Consider the potential complexity of child-on-child abuse and of children's experiences, and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting;
- Obtain the views of the child/children affected. Unless it is considered unsafe to do so the DSL should discuss the proposed action with the child/children and their parents

and obtain consent to any referral before it is made. The school should manage the child's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so. It is particularly important to take into account the wishes of any child who has allegedly been abused, and to give that child as much control as is reasonably possible over decisions regarding how any investigation will be progressed and how they will be supported.

What should you do if you suspect a child may be experiencing or involved in child-on-child abuse

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay, following the procedure detailed in the Child Protection and Safeguarding Policy, so that a course of action can be agreed.

The Alleged Child-on-Child Abusive Incident Report Form Stage 1 form should be completed by the person receiving the information (Appendix A) and then pass it on to the Headteacher who will lead the investigation or delegate the investigation to the Assistant Headteacher for Behaviour and Attitudes or to another appropriate member of staff using the Stage 2 form (Appendix B).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, the police) is made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

If a child speaks to a member of staff about child-on-child abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement.

How will the school respond to concerns or allegations of child-on-child abuse?

The Alleged Bullying/Abusive Incident Report Form Stage 1 form should be completed by the person receiving the information (Appendix A) and then pass it on to the Headteacher who will delegate the investigation to the Assistant Headteacher for Behaviour and Attitudes or to another appropriate member of staff using the Stage 2 form (Appendix B)..

The DSL will discuss the concern(s) or allegation(s) with the member of staff who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

Where any concern(s) or allegation(s) indicate(s) that indecent images of a child or children may have been shared online, the DSL should consider what urgent action can be taken in addition to the actions and referral duties set out in this policy.

DSLs will always use their professional judgement to:

- a) assess the nature and seriousness of the alleged behaviour;
- b) determine whether it is appropriate for the alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with children's social care and/ or other relevant agencies in accordance with the Local Safeguarding Partnership's procedures to determine the most appropriate response.

Where the DSL considers or suspects that the alleged behaviour in question might be abusive or violent or where the needs and circumstances of the individual child/children in question might otherwise require it, the DSL should contact children's social care and/or the police immediately and, in any event, within 24 hours of the DSL becoming aware of the alleged behaviour. The DSL will discuss the concern(s) or allegation(s) with the agency and agree on a course of action, which may include:

- a) Manage internally with help from external specialists where appropriate and possible. This would usually be where the alleged behaviour between peers is inappropriate or problematic, as opposed to abusive or violent. In these cases, In such cases, utilising the behaviour policy and providing pastoral support may be the most appropriate route.
- b) Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of the child/children and their family. These services may, for example, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, a specialist harmful sexual behaviour team, CAMHS and/or youth offending services.
- c) **Refer the child/children to children's social care for a section 17/47 statutory** assessment. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, a report to the police) is made immediately. This referral will be made to children's social care in the area where the/each child lives.
- d) Report alleged criminal behaviour to the police. Alleged criminal behaviour will ordinarily be reported to the police. However, there are some circumstances where it may not be appropriate to report such behaviour to the police. For example, where the exchange of youth involved sexual imagery does not involve any aggravating factors. All concerns or allegations will be assessed on a case by case basis, and in light of the wider context.

Risk Assessments

The school will always carefully consider whether a risk assessment is required following an allegation of abusive or violent behaviour. In the vast majority of circumstances and where it is possible that such behaviour may be repeated, a risk assessment should be completed (see Appendix B)

Where it is alleged that a child has behaved in a way that is considered to be inappropriate or problematic (as opposed to abusive or violent), the DSL will use their professional judgment to determine whether it would be appropriate to contact children's social care and to carry out a risk assessment (see Appendix B).

Careful judgment and consideration are required as to whether alleged behaviour which might be judged to be inappropriate by an adult might actually be harmful to another child. Consultation is recommended with children's social care if there is any doubt about this. Careful consideration should also be given to the context, severity of the alleged behaviour, impact of the alleged behaviour on others, risk to others, and whether there are any patterns of behaviour occurring.

Where other children have been identified as witnesses to alleged abuse or violence, consideration should also be given by the DSL to whether there might be any risks to those children.

Information sharing, data protection and record keeping

When responding to concern(s) or allegation(s) of child-on-child abuse, the school will:

- always consider carefully, in consultation with other relevant agencies, how to share information about the concern(s) or allegation(s) with the pupil(s) affected, their parents, staff, and other pupils and individuals,
- record the information that is necessary for the school and other relevant agencies (where they are involved) to respond to the concern(s) or allegation(s) and safeguard everyone involved,
- act in accordance with its safeguarding and data protection duties, including those set out in Working Together to Safeguard Children (July 2018) and the HM Government Advice on Information Sharing (updated in July 2018).

Sanctions

The school may wish to consider whether sanctions may be appropriate for any child/children involved. This may be appropriate to:

- ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour;
- demonstrate to the child/children and others that child-on-child abuse can never be tolerated;
- ensure the safety and wellbeing of other children.

However, these considerations must be balanced against any police investigations, the child's/children's own potential unmet needs, and any action or intervention planned regarding safeguarding concerns. Before deciding on appropriate action the school will always consider its duty to safeguard all children in its care from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the child-on-child abuse and the causes of it.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required, in relation to other students who have been involved with and/or affected by child-on-child abuse.

An exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the school. We will first make contact with the Telford and Wrekin Exclusion Reduction Team 07816372459 for advice and engaging in the Fair Access Panel Processes to assist with decision-making associated with managed moves and exclusions can also be beneficial. In the event of any managed move, consideration must be given to sharing information with the receiving school regarding the child-on-child abuse in order to allow the best protection of children in the new school.

Review and Action Planning

The school's response to concerns or allegations of child-on-child abuse should be part of on-going proactive work by the school to embed best practice and in taking a whole-school community Contextual Safeguarding approach to such abuse.

This response could also include the school asking itself a series of questions about the context in which an incident of child-on-child abuse occurred in the school, the local community in which the school is based, and the wider physical and online environment – such as:

1. What protective factors and influences exist within the school and how can the school bolster these?
2. How (if at all) did the school's physical environment or the pupils' routes to and from the school contribute to the abuse, and how can the school address this going forwards
3. How (if at all) did the online environment contribute to the abuse, and how can the school address this going forwards?
4. Did wider gender norms, equality issues, and/or societal attitudes contribute to the abuse?
5. Does the abuse indicate a need for staff training on, for example, underlying attitudes or the handling of particular types of abuse?
6. How have similar cases been managed in the past and what effect has this had?
7. Does the case identify areas for development in the way in which the school works with children to raise their awareness of and/or prevent child-on-child abuse, including by way of the school's PSHE curriculum and lessons that address underlying attitudes or behaviour such as gender and equalities work, respect, boundaries, consent, children's rights and critical thinking and/or avoiding victim-blaming narratives?
8. Are there any lessons to be learnt about the way in which the school engages with parents to address child-on-child abuse issues?
9. Are there underlying issues that affect other schools in the area and is there a need for a multi-agency response?
10. Does this case highlight a need to work with certain children to build their confidence, and teach them how to identify and manage abusive behaviour?
11. Were there opportunities to intervene earlier or differently?

Answers to these questions can be developed into an action plan that is reviewed on a regular basis by the school's leadership and the DSL.

This policy was last reviewed in March 2024 by Mark Gibbons and approved by school governors.

It is next due to review in March 2025.

CONFIDENTIAL – WINDMILL PRIMARY SCHOOL
ALLEGED CHILD-ON-CHILD ABUSE REPORT FORM

Person observing or reporting to complete as soon as possible and pass to Headteacher

Person raising the concern	
Person who concern was reported to (person completing this form)	
Date, time and location of alleged incident(s)	

Type of Incident (please tick/highlight and give detail for all that apply)

o Verbal abuse or threat (please detail)				
o Written abuse or threat (please detail)				
o Physical abuse or threat (please detail)				
o Cyber-incident (please detail)				
o Organised activity (please detail)				
o Other (please detail, e.g. emotional abuse, refusal, gangs, stealing, provocative behaviour...)				
Incident possibly classed as: (please circle/highlight)				
Bullying	Racist	Homophobic	Transphobic	Sexual misconduct
Comment / further detail: (include names of people involved – outside school too, if relevant)				
People already involved/aware: (please circle/highlight)				
Family/ies of victim/s	Family/ies of perpetrator/s	Police	Other council service	

Those involved

Alleged victim/s		Class	
Alleged perpetrator/s		Class	
Witness/es		Class	
Written account of incident provided?		Yes / No	

Signed _____ Date _____

Appendix B:

CONFIDENTIAL – WINDMILL PRIMARY SCHOOL

ALLEGED CHILD-ON CHILD ABUSE INVESTIGATION FORM

Headteacher to delegate to appropriate member of staff to investigate and resolve

Date of investigation		Person investigating	
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Incident report form completed? Yes <input type="checkbox"/> No <input type="checkbox"/> (If no, summarise alleged incident below)

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Those involved:	Name(s) and postcode(s)	Gender	Ethnicity	Year group
Alleged victim/s				
Alleged perpetrator/s				

Summary of investigation (what steps were taken and what was found?):

Conclusion:	Bullying	Racist	Homophobic	Transphobic	Sexual
	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>

Reason for judgement:	
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Action taken: (please circle/highlight)
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Apology	Contacted family/ies of victim/s	Contacted family/ies of perpetrator/s	Internal support for victim/s	External support for victim/s	Incident discussed with peers	Educative approach for perpetrator/s
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Other (including medical, referral to external agency, e.g. Family Connect, police, school nurse):

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Sanction/s: (please circle/highlight)
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Time out	Detention	Suspension	Permanent exclusion	Other
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Set review date: _____ (and place in school diary)

Review: (additional incidents within review period, positive consequences of investigation...)

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Signed _____

Date _____

Appendix C:



Risk Assessment for Child-on-child Sexual Abuse/ Harmful Sexual Behaviour

The terms victim and alleged perpetrator are used to identify the children involved. NB: there should be no assumption of guilt on the part of the alleged perpetrator, pending investigation.

Each section/question will be considered from the perspective of both pupils. Considerations will be given for the impact on, and needs of, the wider school community. All concerns and proposed actions will be recorded.

The school will work with the local multi-agency safeguarding hub/Family Connect (MASH) and other agencies as necessary when completing this risk assessment. This document should be reviewed frequently to ensure it is fit for purpose. Where a child lives in a different area to the local MASH, their MASH will be informed.

***A risk assessment should be completed for all cases relating to sexual violence or alleged sexual violence. Sexual violence is defined by the sexual offences act 2002 as "criminal acts: rape, assault by penetration and sexual assault".**

***This risk assessment should be completed with reference to Keeping Children Safe In Education, DFE Sexual Violence and Sexual Harassment in schools and colleges and the local West Midlands policy (2.26)**

<https://westmidlands.procedures.org.uk/pkoso/regional-safeguarding-guidance/children-who-abuse-others>

CONSIDERATIONS	RISK (CONSIDER VICTIM, ALLEGED PERPETRATOR, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
<ul style="list-style-type: none"> • What was the nature of the incident? 				
<ul style="list-style-type: none"> • Was it a crime? 				
<ul style="list-style-type: none"> • Is it necessary to limit contact between the children involved? Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools and colleges. 				
<ul style="list-style-type: none"> • Is there an actual or perceived threat from the alleged perpetrator to the victim and/or others? 				
<ul style="list-style-type: none"> • Is either the victim or the alleged perpetrator at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)? 				

CONSIDERATIONS	RISK (CONSIDER VICTIM, ALLEGED PERPETRATOR, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
<ul style="list-style-type: none"> • Do they share classes? 				
<ul style="list-style-type: none"> • Do they share break times? 				
<ul style="list-style-type: none"> • Do they share transport to/from school? 				
<ul style="list-style-type: none"> • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? 				
<ul style="list-style-type: none"> • How can such contact be limited? 				
<ul style="list-style-type: none"> • Is there a risk of harm from social media and gossip? 				

Further action taken by the school:

Action	YES/NO	Date
Police informed		
Referral to MASH/Family Connect		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS /BeeU		
Referral to early help/Strengthening Families		
Other		

Appendix D:

Support Plan for [Child's Name]

Child's Details:

- Name: [Child's Name]
- Age: [Child's Age]
- School: [School Name]
- Date of Incident: [Date]

1. Safety and Well-being:

- Ensure [Child's Name] feels safe and secure at all times.
- Provide reassurance that the abuse was not their fault.
- Encourage open communication about feelings and experiences.
- Establish a safe space where [Child's Name] can express themselves freely.

2. Emotional Support:

- Offer ongoing emotional support through counseling sessions with a qualified professional.
- Implement activities to help [Child's Name] express their emotions, such as drawing, journaling, or play therapy.
- Educate [Child's Name] about healthy boundaries and appropriate behavior.

3. Academic Support:

- Coordinate with school staff to ensure [Child's Name] receives any necessary academic accommodations.
- Monitor [Child's Name]'s academic progress and provide additional support as needed.

4. Social Support:

- Facilitate opportunities for [Child's Name] to engage in positive social interactions with peers.
- Encourage participation in extracurricular activities or clubs where [Child's Name] feels comfortable and supported.

5. Family Involvement:

- Keep [Child's Name]'s family informed about their progress and any concerns.
- Provide resources and support to help the family navigate the situation and support [Child's Name] effectively.

6. Safety Plan:

- Develop a safety plan with [Child's Name] to address any potential risks or triggers.
- Identify trusted adults or authority figures [Child's Name] can turn to if they feel unsafe or threatened.

7. Monitoring and Review:

- Regularly monitor [Child's Name]'s well-being and progress.

- Schedule periodic reviews of the support plan to assess its effectiveness and make any necessary adjustments.

8. Reporting and Legal Action:

- Ensure appropriate authorities are notified of the abuse, following legal protocols and guidelines.
- Provide support and guidance to [Child's Name] and their family throughout any legal proceedings.

9. Education and Prevention:

- Educate [Child's Name] and others about the importance of respect, consent, and personal boundaries.
- Implement programs or initiatives within the school to prevent future incidents of child-on-child abuse.

10. Follow-up Support:

- Offer continued support to [Child's Name] even after the immediate crisis has passed.
- Connect [Child's Name] with ongoing resources and services as needed.

Appendix E:

Behaviours: 0 – 4 Years

Green light behaviours are sexual behaviours that are typical and developmentally appropriate. Expressing sexuality through sexual behaviour is natural, healthy and a part of growing up.

Green light behaviours are:

- Spontaneous, curious, light hearted, easily diverted, enjoyable, mutual and consensual
- Appropriate to the child's age and/or stage of development
- Activities or play among equals in terms of age, size and ability levels
- About understanding and gathering information, balanced with curiosity about other parts of life

Green light behaviours provide opportunities to talk, explain and provide support.

Examples of green light behaviours

Example green light behaviours for a developmental age of 0-4 years include:

- Comfortable being nude
- Body touching and holding own genitals
- Unselfconscious masturbation
- Interest in body parts and functions
- Wanting to touch familiar children's genitals during play, toilet or bath times
- Participation in games involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine"
- Asking about or wanting to touch the breasts, bottoms or genitals of familiar adults e.g. when in the bath or shower
- Supervised online communication with family or known peers

What can you do?

Green light behaviours provide an opportunity to positively reinforce appropriate behaviour, and to provide further information, explanations, and support.

All children and young people have the right to relationships and sex education which equips them with the information and skills they need to form healthy and positive relationships and to help keep them safe. We can support the child/young person's natural curiosity by talking and providing explanations about healthy sexual behaviours that are age and stage appropriate to their learning.

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take. Your policy or procedure should guide you towards a designated safeguarding lead who can be notified and will provide support.

Orange light behaviours are sexual behaviours which cause concern.

Orange light behaviours cause concern because of:

- The persistence, intensity, frequency or duration of the behaviours
- The type of activity or knowledge for the age and/or stage of development
- Inequality in age, size, power or developmental ability
- Risk to the health and safety of the child or others
- Unusual changes in a child's behaviour

Orange light behaviours signal the need to monitor and provide targeted support.

They cannot be ignored and it is important to think through the options available for the child/young person.

Examples of orange light behaviours

Example orange light behaviours for a developmental age of 0-4 years include:

- Masturbation in preference to other activities
- Preoccupation with sexual behaviours
- Explicit sexual talk, art or play
- Persistently watching or following others into private spaces e.g. toilets, bathrooms to look at them or touch them
- Pulling other children's pants down or skirts up against their will
- Touching the genitals/private parts of other children in preference to other activities
- Attempting to touch or touching adults on the breasts, bottom, or genitals in ways that are persistent and/or invasive
- Touching the genitals/private parts of animals after redirection
- Recurrent urinary tract infections
- Communicating online with known people which may include giving out personally identifying details

What can you do?

Orange light behaviours signal the need to pay attention, monitor and gather information to consider appropriate action.

This is a good opportunity to provide sexuality and personal safety education to all of those involved. This may also be an opportunity to help support the child or young person to understand the risks to themselves or to those around them.

The child/young person may also require some form of 1:1 intervention, counselling, and/or protections from harm. It's important to talk to the child/young person about their options for support and involve parents/carers, if appropriate, or another known adult who is able to support the child.

Recognising that behaviour may be unhealthy is the first step in a process. Dealing with unhealthy sexual behaviour at an early stage can help to prevent subsequent sexually harmful behaviours from developing, which will help to keep the child/young person and those around them safe.

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take. Your

policy or procedure should guide you towards a designated safeguarding lead who can be notified and will provide support.

Red light behaviours are sexual behaviours which indicate or cause harm.

Red light behaviours indicate or cause harm because they are:

- Excessive, compulsive, coercive, forceful, degrading or threatening
- Secretive, manipulative or involve bribery or trickery
- Not appropriate for the age and/or stage of development
- Between children with a significant difference in age, developmental ability or power
- Abusive or aggressive

Red light behaviours signal the need to provide immediate protection and follow up support.

Examples of red light behaviours

Example red light behaviours for a developmental age of 0-4 years include:

- Compulsive masturbation which may be self-injurious, of a persistent nature or duration
- Persistent explicit sexual themes in talk, art or play
- Disclosure of sexual abuse
- Simulation of sexual touch or sexual activity
- Persistently touching the genitals/ private parts of others
- Forcing other children to engage in sexual activity
- Sexual behaviour between young children involving penetration with objects, masturbation of others, oral sex
- Indication of a sexually transmitted infection
- Communicating online with known and unknown people which may include giving out personally identifying details and / or sexual images or videos

What can you do?

Red light behaviours signal the need to provide immediate protection and follow up support, and it is important to consider actions carefully.

Following an immediate response there will also be a need to monitor, and provide sexuality and personal safety education to the child/young person and any others involved. It's important to talk to the child/young person about their options for further support, this could include some form of 1:1 intervention and/or counselling, and involve parents/carers, if appropriate, or another known adult who is able to support the child.

When determining the appropriate action, identify the behaviour, consider the context and be guided by:

- Relevant national legislation and guidance; are protections from harm and/or a legal response required?
- Organisational policies, procedures and guidance
- Human rights
- The identified risks or needs of the child/young person
- The potential or real risks to others, for example are there any other children involved?

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take. Your

policy or procedure should guide you towards a designated safeguarding lead who can be notified and will provide support.

Report harm or abuse. If you are aware of or reasonably suspect, a child has been or is being sexually abused, is at risk of sexual abuse or is at risk of sexually abusing others, you should contact child protection services or the police.

Behaviours: 5 – 7 years

Green light behaviours are sexual behaviours that are typical and developmentally appropriate. Expressing sexuality through sexual behaviour is natural, healthy and a part of growing up.

Green light behaviours are:

- Spontaneous, curious, light hearted, easily diverted, enjoyable, mutual and consensual
- Appropriate to the child's age and/or stage of development
- Activities or play among equals in terms of age, size and ability levels
- About understanding and gathering information, balanced with curiosity about other parts of life

Green light behaviours provide opportunities to talk, explain and provide support.

Examples of green light behaviours

Example green light behaviours for a developmental age of 5-7 years include:

- Increased sense of privacy about bodies
- Body touching and holding own genitals
- Masturbation with increasing awareness of privacy
- Curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine"
- Curiosity about sexuality e.g., questions about babies, gender, relationships, sexual activity
- Telling stories or asking questions, using swear words, 'toilet' words or names for private parts
- Kissing or holding hands with known peers
- Mimicking or acting out observed behaviours such as pinching a bottom
- Supervised online communication with family or known peers

What can you do?

Orange light behaviours are sexual behaviours which cause concern.

Orange light behaviours cause concern because of:

- The persistence, intensity, frequency or duration of the behaviours
- The type of activity or knowledge for the age and/or stage of development
- Inequality in age, size, power or developmental ability
- Risk to the health and safety of the child or others
- Unusual changes in a child's behaviour

Orange light behaviours signal the need to monitor and provide targeted support.

They cannot be ignored and it is important to think through the options available for the child/young person.

Examples of orange light behaviours

Example orange light behaviours for a developmental age of 5-7 years include:

- Persistent rubbing / touching own genitals after redirection
- Masturbation in preference to other activities in public; with others and/or causing self-injury
- Explicit talk, art or play of sexual nature
- Playing / attempting to play “show me yours and I’ll show you mine” games with significantly older or younger children
- Persistent attempts to touch the genitals of other children
- Persistent interest in touching or viewing other people’s private body parts / private activities
- Persistent questions about sexuality despite being answered
- Persistent nudity and/or exposing private parts in public places
- Touching genitals/private parts of animals after redirection
- Recurrent urinary tract infections
- Communicating online with known people which may include giving out personally identifying details

What can you do?

Orange light behaviours signal the need to pay attention, monitor and gather information to consider appropriate action.

This is a good opportunity to provide sexuality and personal safety education to all of those involved. This may also be an opportunity to help support the child or young person to understand the risks to themselves or to those around them.

The child/young person may also require some form of 1:1 intervention, counselling, and/or protections from harm. It’s important to talk to the child/young person about their options for support and involve parents/carers, if appropriate, or another known adult who is able to support the child.

Recognising that behaviour may be unhealthy is the first step in a process. Dealing with unhealthy sexual behaviour at an early stage can help to prevent subsequent sexually harmful behaviours from developing, which will help to keep the child/young person and those around them safe.

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take. Your policy or procedure should guide you towards a designated safeguarding lead who can be notified and will provide support.

Red light behaviours are sexual behaviours which indicate or cause harm.

Red light behaviours indicate or cause harm because they are:

- Excessive, compulsive, coercive, forceful, degrading or threatening
- Secretive, manipulative or involve bribery or trickery
- Not appropriate for the age and/or stage of development
- Between children with a significant difference in age, developmental ability or power
- Abusive or aggressive

Red light behaviours signal the need to provide immediate protection and follow up support.

Examples of red light behaviours

Example red light behaviours for a developmental age of 5-7 years include:

- Rubbing / touching own genitals to the exclusion of usual activities
- Masturbation that is compulsive, self-injurious, or seeking an audience
- Rubbing own genitals on other people
- Disclosure of sexual abuse
- Simulation of sexual touch or sexual activity
- Forcing other children to play sexual games
- Sexual knowledge beyond expected for age or stage of development
- Indication of a sexually transmitted infection
- Excessive talk about sex and sexual activity
- Communicating online with known and unknown people which may include giving out personally identifying details and / or sexual images or videos

What can you do?

Red light behaviours signal the need to provide immediate protection and follow up support, and it is important to consider actions carefully.

Following an immediate response there will also be a need to monitor, and provide sexuality and personal safety education to the child/young person and any others involved. It's important to talk to the child/young person about their options for further support, this could include some form of 1:1 intervention and/or counselling, and involve parents/carers, if appropriate, or another known adult who is able to support the child.

When determining the appropriate action, identify the behaviour, consider the context and be guided by:

- Relevant national legislation and guidance; are protections from harm and/or a legal response required?
- Organisational policies, procedures and guidance
- Human rights
- The identified risks or needs of the child/young person
- The potential or real risks to others, for example are there any other children involved?

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take. Your policy or procedure should guide you towards a designated safeguarding lead who can be notified and will provide support.

Report harm or abuse. If you are aware of, or reasonably suspect, a child has been or is being sexually abused, is at risk of sexual abuse or is at risk of sexually abusing others, you should contact child protection services or the police.

Behaviours: 8 -12 Years

Green light behaviours are sexual behaviours that are typical and developmentally appropriate. Pressing sexuality through sexual curiosity is natural, healthy and a part of growing up.

Green light behaviours are:

- Spontaneous, curious, light hearted, easily diverted, enjoyable, mutual and consensual
- Appropriate to the child's age and/or stage of development
- Activities or play among equals in terms of age, size and ability levels
- About understanding and gathering information, balanced with curiosity about other parts of life

Green light behaviours provide opportunities to talk, explain and provide support.

Examples of green light behaviours

Example **green light behaviours** for a developmental age of 8-12 years include:

- Growing need for privacy
- Masturbation, with increasing awareness of privacy
- Curiosity about other children's genitals involving looking at and/ or touching the bodies of familiar children e.g. "show me yours and I'll show you mine" games with peers
- Showing curiosity about private parts but having a respect for the privacy of others
- Hugging, kissing, flirting, touching with known peers
- Interest and/or participation in a relationship with a peer of any gender
- Curiosity and seeking information about sexuality
- Use of sexual language
- Exhibitionism amongst same age peers within the context of play e.g. occasional flashing or mooning
- Communicating online with family and known peers

WHAT CAN YOU DO?

Green light behaviours provide an opportunity to positively reinforce appropriate behaviour, and to provide further information, explanations, and support.

All children and young people have the right to relationships and sex education which equips them with the information and skills they need to form healthy and positive relationships and to help keep them safe. We can support the child/young person's natural curiosity by talking and providing explanations about healthy sexual behaviours that are age and stage appropriate to their learning.

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take. Your policy or procedure should guide you towards a designated safeguarding lead who can be notified and will provide support.

Orange light behaviours are sexual behaviours which cause concern.

Orange light behaviours **cause concern** because of:

- The persistence, intensity, frequency or duration of the behaviours
- The type of activity or knowledge for the age and/or stage of development
- Inequality in age, size, power or developmental ability
- Risk to the health and safety of the child or others
- Unusual changes in a child's behaviour

Orange light behaviours signal the need to monitor and provide targeted support.

They cannot be ignored and it is important to think through the options available for the child/young person.

Examples of orange light behaviours

Example **orange light behaviours** for a developmental age of 8-12 years include:

- Masturbation in preference to other activities, in public and/ or causing self-injury
- Persistent explicit talk, art or play which is sexual or sexually intimidating
- Intentional viewing of other people's private body parts / private activities
- Marked changes to behaviour e.g. mimicking older or adult flirting behaviours, seeking relationships with older children or adults in preference to peers
- Simulation of sexual activities e.g. oral sex, sexual intercourse with clothes on
- Mutual /self-masturbation with known and unknown peers
- Hugging, kissing, flirting, touching with unknown peers
- Accessing age restricted materials e.g. movies, games, internet with sexually explicit content
- Persistent expression of fear of sexually transmitted infection or pregnancy
- Recurrent urinary tract infections
- Communicating online with known people which may include giving out personally identifying details

What can you do?

Orange light behaviours signal the need to pay attention, monitor and gather information to consider appropriate action.

This is a good opportunity to provide sexuality and personal safety education to all of those involved. This may also be an opportunity to help support the child or young person to understand the risks to themselves or to those around them.

The child/young person may also require some form of 1:1 intervention, counselling, and/or protections from harm. It's important to talk to the child/young person about their options for support and involve parents/carers, if appropriate, or another known adult who is able to support the child.

Recognising that behaviour may be unhealthy is the first step in a process. Dealing with unhealthy sexual behaviour at an early stage can help to prevent subsequent sexually harmful behaviours from developing, which will help to keep the child/young person and those around them safe.

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take. Your

policy or procedure should guide you towards a designated safeguarding lead who can be notified and will provide support.

Red light behaviours are sexual behaviours which indicate or cause harm.

Red light behaviours **indicate** or **cause harm** because they are:

- Excessive, compulsive, coercive, forceful, degrading or threatening
- Secretive, manipulative or involve bribery or trickery
- Not appropriate for the age and/or stage of development
- Between children with a significant difference in age, developmental ability or power
- Abusive or aggressive

Red light behaviours signal the need to provide immediate protection and follow up support.

Examples of red light behaviours

Example **red light behaviours** for a developmental age of 8-12 years include:

- Compulsive masturbation e.g. self-injurious, seeking an audience
- Persistent bullying involving sexual aggression e.g. pulling/ lifting/removing other children's clothing, sexually threatening notes, sending sexually explicit material, drawings, text messages
- Degrading or humiliating self or others using sexual themes
- Disclosure of sexual abuse
- Accessing the rooms of sleeping children to touch or engage in sexual activity
- Touching another person's genitals without permission
- Sexual activity or penetration of animals
- Sexual penetration of dolls and/or stuffed toys
- Participating in or simulating intercourse and/or oral sex with known or unknown peers with clothes off
- Sexual activity in exchange for material items or privileges
- Indication of sexually transmitted infection or pregnancy
- Communicating online with unknown people which may include giving out personally identifying details
- Communicating online with known and unknown people to send or publish sexual images, videos or audio of self or another person

What can you do?

Red light behaviours signal the need to provide immediate protection and follow up support, and it is important to consider actions carefully.

Following an immediate response there will also be a need to monitor and provide sexuality and personal safety education to the child/young person and any others involved. It's important to talk to the child/young person about their options for further support, this could include some form of 1:1 intervention and/or counselling, and involve parents/carers, if appropriate, or another known adult who is able to support the child.

When determining the appropriate action, identify the behaviour, consider the context and be guided by:

- Relevant national legislation and guidance; are protections from harm and/or a legal response required?
- Organisational policies, procedures and guidance

- Human rights
- The identified risks or needs of the child/young person
- The potential or real risks to others, for example are there any other children involved?

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take. Your policy or procedure should guide you towards a designated safeguarding lead who can be notified and will provide support.

Report harm or abuse. If you are aware of or reasonably suspect, a child has been or is being sexually abused, is at risk of sexual abuse or is at risk of sexually abusing others, you should contact child protection services or the police.