



Ambition
Education Trust

Child on Child Abuse Policy

Policy Group	A	Education and Students
Title	A14	Child on Child Abuse
Trust sub-committee		Standards and Curriculum Committee
Last reviewed		July 2024
Next scheduled review		July 2025
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Principles

- 1.1. Ambition Education Trust puts the safety of the people we support as the highest priority and is committed to ensuring that children and young people are effectively safeguarded in school and its wider context.
- 1.2. Ambition Education Trust recognise that children can abuse other children. We are committed to upholding a zero tolerance culture that prevents unacceptable behaviours and an unsafe environment for children and young people. All child-on-child abuse is unacceptable and will be taken seriously.
- 1.3. Ambition Education Trust puts the safety of the people we support as the highest priority and is committed to ensuring that children and young people are effectively safeguarded in school and its wider context. Alban Academies Trust recognizes that children are both capable of subjecting and being subject of abuse to and from other children. Such abuse is taken as seriously as abuse perpetrated by an adult and will not be tolerated.
- 1.4. Keeping Children Safe in Education (KCSIE) (2024) states; *It is essential that all staff understand the importance of challenging inappropriate behaviours between children...that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst cases scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.*
- 1.5. A contextual safeguarding approach will be taken to understand, and respond to, any occurrences of child-on-child abuse, recognising that children and young people who display harmful behaviours must be seen as vulnerable themselves.
- 1.6. Ambition Education Trust is committed to ensuring the prevention, early identification, and appropriate management of child-on-child abuse. Where such abuse is identified, child protection procedures must be followed. All children and young people who have been affected by the situation will be supported, with wider risks being considered and addressed.
- 1.7. Although some aspects and principles of this resource are applicable to primary school aged children, some are not. For example, some of the specific forms of child-on-child abuse will not be relevant for primary school aged children, e.g. abuse in intimate personal relationships between children. However, other forms such as bullying, sexualised or racist language, and/or sexualised or racist behaviour will be relevant.
- 1.8. Child-on-child abuse is referenced in each school’s Safeguarding Policy. However, the specific issues and sensitive nature of child-on-child abuse requires this additional guidance, which is written in line with the statutory guidance contained within Keeping Children Safe in Education 2023, Working Together to Safeguard Children 2023 and Sexual Violence and Sexual Harassment between Children in Schools and Colleges (September 2021).
- 1.9. This should be read alongside the following: which can be found on the AET website ambitioneducationtrust.org
 - 1.9.1. The School Safeguarding Policy
 - 1.9.2. The AET Anti-bullying Policy
 - 1.9.3. The School Behaviour Management Policy
 - 1.9.4. The AET Online-Safety Policy

2. Trust Arrangements

This policy has been developed at Trust level and therefore covers policy that is relevant and followed

by all the schools within the Ambition Education Trust. The appendices contain specific school level documents and detail of any differing procedures if applicable and relevant to this policy.

3. Definitions

3.1. Child on Child Abuse

- 3.1.1. The DfE states that: “All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.” Child-on-child abuse is the term chosen by the DfE and, by definition, it applies to abuse by one child of another child – regardless of the age, of stage of development, or any age differential between them.
- 3.1.2. KCSIE 2023 states: Child-on-child abuse is most likely to include, but may not be limited to:
- 3.1.2.1. bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - 3.1.2.2. abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
 - 3.1.2.3. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - 3.1.2.4. sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - 3.1.2.5. sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - 3.1.2.6. causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - 3.1.2.7. consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - 3.1.2.8. upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
 - 3.1.2.9. initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 3.1.3. Further information about various types of child on child abuse can be found in Appendix 2.

3.2. Contextual Safeguarding

- 3.2.1. Contextual Safeguarding is an approach to creating safety for children outside of their homes. Taking a Contextual Safeguarding approach means understanding how behaviours like child-on-child abuse take place in different contexts, and can be prevented or driven by wider structural, systemic or cultural factors. In schools and colleges this means understanding how the school/college context can facilitate or

inhibit harm, and how relations such as friendships and peers can be sources of strength but also harm.

3.3. **Intersectionality**

- 3.3.1. Intersectionality is the recognition that people's experiences are shaped by their multi-layered identities. A person's interactions with the world are shaped by their ethnicity, age, gender, sexuality, class and abilities, and these aspects of a person's identity interrelate. Someone may experience racism, sexism and ageism collectively or individually at different times and in different environments.
- 3.3.2. One aspect of intersectionality that is particularly relevant to managing child on child abuse is adultification. This is a form of racial prejudice in which children from minoritised groups are treated as more mature than they actually are by a reasonable social standard of development. This may lead to a failure to recognise victims of child-on-child abuse and to respond appropriately to the experiences of children from minoritised ethnic groups.
- 3.3.3. To address this risk, behaviour policies should be applied consistently and behaviour sanctions regularly reviewed for evidence of discrimination against children from minoritised ethnic groups.

4. **Vulnerable Groups**

- 4.1. Any child can be vulnerable to child-on-child abuse, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by other children. 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.
- 4.2. Research suggests some groups may be more at risk. The Safeguarding Network identifies the following as particularly vulnerable:
 - 4.2.1. Those aged 10 and upwards
 - 4.2.2. Girls and young women are more likely to be victims and boys and young men more likely to be abusers
 - 4.2.3. Black and minority ethnic children often under identified as victims and over-identified as perpetrators
 - 4.2.4. Children and young people with intra-familial abuse in their histories or those living with domestic abuse are more likely to be vulnerable
 - 4.2.5. Children and young people in care and those who have experienced loss of a parent, sibling, or friend through bereavement
 - 4.2.6. Children and young people who have been abused or have abused other children
 - 4.2.7. Children and young people with Special Educational Needs and Disabilities are more at risk of abuse
 - 4.2.8. Children and young people who are or are perceived to be LGBTQ
- 4.3. School staff should be mindful that such abuse can also occur due to the power structures and contexts where biases and discrimination are dominant, and not necessarily because of the above individual traits.

5. Prevention

- 5.1. Our school actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:
 - 5.1.1. Educating all Governors, Senior Leadership Team, staff and volunteers, children and young people, parents, and carers about this issue. This will include training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence, and effect of child-on-child abuse, and how to prevent, identify and respond to it and challenge attitudes that underly such abuse.
 - 5.1.2. Taking appropriate action to ensure that children and young people learn about appropriate relationships with adults, online safety, as well as sex and healthy relationships. PSHE lessons, Relationships Education, and Relationships and Sex Education will focus on important age appropriate and developmentally appropriate issues in line with Government guidance.
 - 5.1.3. Supporting children to understand what abuse is and the impact it can have on those who experience it.
 - 5.1.4. Creating a culture in which our children and young people feel able to share their concerns openly, in a non-judgmental environment and have them listened to. Children and young people are clear about how to report abuse or any concerns about possible abuse or harmful behaviour. This includes having a safe space to access relevant websites or help lines, such as Childline and the NSPCC, to seek advice and help.

6. Identifying Behaviour

- 6.1. Signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include, but are not limited to:
 - 6.1.1. being afraid of particular places and/or situations and/or making excuses to avoid particular people
 - 6.1.2. being afraid/reluctant to go to school, being mysteriously 'ill' each morning, or skipping school
 - 6.1.3. running away or regularly going missing from home, care or education
 - 6.1.4. experiencing difficulties with mental health and/or emotional wellbeing
 - 6.1.5. becoming nervous, anxious, distressed, clingy or depressed
 - 6.1.6. becoming isolated from peers/usual social networks, losing confidence and becoming withdrawn
 - 6.1.7. self-harming or having thoughts about suicide
 - 6.1.8. having problems eating (including developing eating disorders) and/or sleeping (including suffering from nightmares)
 - 6.1.9. regularly wetting the bed or soiling their clothes
 - 6.1.10. belongings getting 'lost' or damaged
 - 6.1.11. asking for, or stealing, money (to give to a bully)
 - 6.1.12. unexplained gifts, money or new possessions (eg clothes and/or mobile phone)
 - 6.1.13. unexplained physical injuries and other signs of physical abuse
 - 6.1.14. changes in appearance – eg weight loss
 - 6.1.15. changes in performance and/or behaviour at school
 - 6.1.16. knowing about or being involved in 'adult issues' which are inappropriate for their age or stage of development, for example, alcohol, drugs and/or sexual behaviour

- 6.1.17. involvement in abusive relationships
 - 6.1.18. involvement in gangs or gang fights
 - 6.1.19. having angry outbursts, or behaving aggressively or abusively (including displaying HSB) towards others
- 6.2. This list is not exhaustive, and if a child displays these signs, it does not necessarily indicate abuse. Staff must be alert to behaviour that might cause concern and think about what the behaviour might signify. Children should be encouraged to share with them any underlying reasons for their behaviour and, where appropriate, staff might need to engage parents/carers to understand the context more fully.
- 6.3. Where a child exhibits any behaviour that is out of character or abnormal for his/her age or stage of development, staff should always consider whether an underlying concern is contributing to their behaviour and, if so, what the concern is and how the child can be supported going forwards.
- 6.4. Concerns may also be raised by parents, peers, and others.

7. Assessing Behaviour

- 7.1. Our school recognises that children and young people may act in a way that is inappropriate or hurtful towards other children or young people without that behaviour being abusive. All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. Behaviour between children and young people that is inappropriate or hurtful must still be addressed and the school's behaviour policy will be followed when addressing these incidents.
- 7.2. The power dynamic that can exist between children is very important when identifying and responding to their behaviour: in all cases of child-on-child abuse a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.
- 7.3. Staff must base their decision on whether behaviour directed at another child should be categorised as harmful or not on the circumstances of each case. It will be helpful to consider the following factors:
- 7.3.1. The relative chronological and developmental age of the two children (the greater the difference, the more likely the behaviour should be defined as abusive);
 - 7.3.2. Whether the alleged abuser is supported or joined by other children;
 - 7.3.3. A differential in power or authority (eg related to race, gender, physical, emotional or intellectual vulnerability of the victim);
 - 7.3.4. The actual behaviour (both physical and verbal factors must be considered);
 - 7.3.5. Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation;
 - 7.3.6. The degree of physical aggression, intimidation or bribery;
 - 7.3.7. The victim's experience of the behaviour and the impact it is having on their routines and lifestyle (eg not attending school...;
 - 7.3.8. Attempts to ensure secrecy;
 - 7.3.9. Duration and frequency of behaviour.

7.4. **Sexual Behaviour**

- 7.4.1. Our school recognises that sexual violence and sexual harassment can occur between two children of any age and gender or a group of children sexually assaulting or sexually harassing a single child or group of children. It can occur offline and online. The importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB) is recognised.
- 7.4.2. The NSPCC defines 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." The Brook Traffic Light Tool helps staff to identify, assess and respond appropriately to sexual behaviours. The DSL will undertake the Brook e-learning around Harmful Sexual Behaviours to develop their understanding and awareness.
- 7.4.3. A continuum of children and young people's sexual behaviours developed by Simon Hackett (2010) is also helpful in considering whether behaviour is: "normal, inappropriate, problematic, abusive or violent" (appendix 3). However, assessing where behaviour fits on this continuum can be complex and school staff recognise the importance of placing any child's sexual behaviour within a developmental context and recognise the key differences between the motivations and meanings of such behaviours at varying stages of development.

7.5. **Other Abuse**

- 7.5.1. When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, schools may draw on aspects of Hackett's continuum to assess where the alleged behaviour falls on a spectrum and to decide how to respond.
- 7.5.2. This could include, for example, whether it:
 - 7.5.2.1. is socially acceptable
 - 7.5.2.2. involves a single incident or has occurred over a period of time,
 - 7.5.2.3. is socially acceptable within the peer group,
 - 7.5.2.4. is problematic and concerning,
 - 7.5.2.5. involves any overt elements of victimisation, or discrimination eg related to sex, race, gender identity, sexual orientation, physical, emotional, or intellectual vulnerability,
 - 7.5.2.6. involves an element of coercion or pre-planning,
 - 7.5.2.7. involves a power imbalance between the child/ children allegedly responsible for the behaviour and the child/children allegedly the subject of that power, and
 - 7.5.2.8. involves a misuse of power.
- 7.5.3. When drawing on Hackett's continuum, in order to assess the seriousness of other (ie non HSB) alleged behaviour, it should be borne in mind that there are some aspects of Hackett's continuum which may not of course be relevant or appropriate to consider. For example, the issue of consent and the nuances around it, are unlikely to apply in the same way in cases where the alleged behaviour is reported to involve emotional and/or physical abuse, as it could in cases of alleged HSB.

8. Online Behaviour

- 8.1.1. Many forms of child-on-child abuse have an element of online behaviour. Online child-on-child abuse is any form of child-on-child abuse with a digital element, for example, consensual and non-consensual sharing of nudes and semi nudes images, online abuse, coercion and exploitation, child-on-child grooming, threatening language delivered via online means, distribution of sexualised content and harassment.
- 8.1.2. Please see Online Safety, Anti-bullying, and Child Protection policies for further information.

9. Responding to Alleged Incidents

- 9.1. Staff must follow the school Child Protection Policy if a child is at risk of harm, is in immediate danger, or has been harmed. Consideration must be given to the proportionality of the response on a case-by-case basis.
- 9.2. Different types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. Children's experiences of abuse and/or violence are rarely isolated events, and they can often be linked to other things that are happening in their lives, and to spaces in which they spend their time. Any response to concerns or allegations of child-on-child abuse therefore needs to consider the range of possible types of child-on-child abuse, and to capture the full context of children's experiences.
- 9.3. Staff must act immediately and report any concerns regarding child-on-child abuse to the Designated Safeguarding Lead (DSL). All concerns, follow up actions and files should be documented on CPOMS.
- 9.4. The DSL(s) must deal with any concerns of child-on-child-abuse immediately and sensitively. As much information as possible must be gathered from the victim and the child or young person who has allegedly displayed harmful behaviour in order to gain the facts of what has happened. The language used must be sensitive, non-judgmental and must not blame the victim. Victims must be supported and reassured that their safety and welfare within the school is the priority. Risk assessments must be implemented where necessary.
- 9.5. All reports of child-on-child abuse will be assessed on a case-by-case basis, with the designated safeguarding lead or their deputy taking a leading role using their professional judgement. Support will be sought from other agencies such as social care or the police as required. An assessment of an incident between children should be completed and consider:
 - 9.5.1. Chronological and developmental ages of everyone involved
 - 9.5.2. Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
 - 9.5.3. All alleged physical and verbal aspects of the behaviour and incident
 - 9.5.4. Whether the behaviour involved inappropriate sexual knowledge or motivation
 - 9.5.5. What was the degree of physical aggression, intimidation, threatening behaviour or bribery?
 - 9.5.6. The effect on the victim
 - 9.5.7. Any attempts to ensure the behaviour and incident is kept a secret
 - 9.5.8. The child or young person's motivation or reason for the behaviour, if they admit that it occurred

9.6. **The immediate response to a report**

- 9.6.1. The school or college will take all reports seriously and will reassure the victim that they will be supported and kept safe
- 9.6.2. All staff will be trained to manage a report
- 9.6.3. Staff will not promise confidentiality as the concern will need to be shared further (for example, with the Designated Safeguarding Lead or social care) staff will, however, only share the report with those people who are necessary to progress it
- 9.6.4. A written report will be made as soon after the discussion as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later
- 9.6.5. Assess the needs of the victim and child alleged to have caused harm
- 9.6.6. Where the report includes an online element, the school will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the Designated Safeguarding Lead) is present
- 9.6.7. The Designated Safeguarding Lead will be informed as soon as possible and consider a referral to the police and social care
- 9.6.8. The Designated Safeguarding Lead must complete a risk assessment (Appendix 1) whereby sexual violence has occurred¹. This must be shared with the Multi Agency Safeguarding Hub (MASH).
- 9.6.9. When Recording sexualised behaviour, it is essential that:
 - 9.6.9.1. Record as soon as possible, as you can quickly forget or confuse detail
 - 9.6.9.2. Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
 - 9.6.9.3. Follow the prompts on your safeguarding and child protection recording form
 - 9.6.9.4. Use proper names for body parts but record exactly any language or vocabulary used by the child.
 - 9.6.9.5. Use the child's exact words in quotation marks.
 - 9.6.9.6. Note where and when the incident happened and whether anyone else was around.

9.7. **Gather the Facts**

- 9.7.1. Speak to all the children / young people involved separately and gain a statement of facts from them.
- 9.7.2. Use consistent language and open questions for each account.
- 9.7.3. Ask the children or young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?).
- 9.7.4. Do not interrogate or ask leading questions.

9.8. **Consider the Intent**

- 9.8.1. Has this been a deliberate or contrived situation for a young person to be able to harm another?

¹ KCSIE 2024

9.9. **Decide on your next course of action**

- 9.9.1. If you believe any child or young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.
- 9.9.2. If Social Care and the police intend to pursue this further, they may ask to interview the children or young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

9.10. **Informing parents/carers**

- 9.10.1. The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.
- 9.10.2. If the young person is 13+ and does not want to share with parents? Staff can use the 'Gillick' test and the 'Fraser' guidelines. <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines/>
- 9.10.3. In all circumstances where the risk of harm to the child is evident, the school should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

9.11. **Points to consider:**

When managing an incident the DSL must consider the following questions:

- 8.11.1 What is the age of the children involved?
- 8.11.2 How old are the children or young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked.
- 8.11.3 Where did the incident or incidents take place?
- 8.11.4 Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?
- 8.11.5 What was the explanation by all children involved of what occurred?
- 8.11.6 Can each of the children or young people give the same explanation of the incident and also what is the effect on the children and young people involved? Is the incident seen to be bullying for example (regular and repetitive)? Is the version of one young person different from another, and if so, why?
- 8.11.7 What is each of the children's own understanding of what occurred? Do the children or young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch?
- 8.11.8 Is the young person's explanation in relation to something they may have heard or been learning about? Has that prompted the behaviour?
- 8.11.9 Is the behaviour deliberate and contrived?
- 8.11.10 Does the young person have an understanding of the impact of their behaviour on the other person?
- 8.11.11 Intra familial harms and any necessary support for siblings following incidents

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

9.12. **Risk Assessment**

- 9.12.1. When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, a risk assessment must be completed and submitted to Social Care. The risk and needs assessment should consider:
- 9.12.1.1. The victim, especially their protection and support
 - 9.12.1.2. The child alleged to have caused harm; and
 - 9.12.1.3. All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.
 - 9.12.1.4. Risk assessments will be recorded electronically on CPOMS and be kept under review.
 - 9.12.1.5. The Designated Safeguarding Lead (or a deputy) will ensure they are engaging with safeguarding partners to ensure the risk assessment takes into account information held by other agencies.
- 9.12.2. Appendix 1 contains further guidance on when to complete a risk assessment.

9.13. **Follow Up Actions**

Children sharing a classroom following a report of significant harm.

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police:

- 8.13.1 The child alleged to have caused harm will be removed from any classes they share with the victim.
- 8.13.2 We will consider how best to keep the victim and child alleged to have caused harm a reasonable distance apart on school premises and on transport to and from the school.
- 8.13.3 These actions are in the best interests of both children and should not be perceived to be a judgement on the guilt of the child alleged to have caused harm.

10. Options to Manage the Report

10.1. **Manage Internally**

- 10.1.1. In some cases of child on child abuse, for example, one-off incidents, it may be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support.
- 10.1.2. As set out in Government guidance², the school may impose sanctions on a child for behaviour outside of school.
- 10.1.3. All decisions, and discussions around making these decisions will be recorded and stored on CPOMS
- 10.1.4. It is important to ensure that details of sanctions for the child alleged to have caused harm are not shared with any other persons other than those providing care for them. This is to maintain confidentiality and privacy for the child involved.

² <https://www.gov.uk/government/publications/school-exclusion>

- 10.1.5. In line with point 9.1.1. above, it may be decided that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non- violent harmful sexual behaviour and may prevent escalation of sexual violence.

10.2. **Referral to Children's Social Care**

- 9.2.1 Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to Social Care following locally agreed protocols. Where statutory assessments are appropriate, the Designated Safeguarding Lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the child alleged to have caused harm and any other children that require support.
- 9.2.2 Schools should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements set out in the [Hertfordshire Continuum of Need document](#).

10.3. **Reporting to the police**

- 10.3.1. Designated Safeguarding Leads and Senior Leaders will follow the guidance issued to schools and colleges by the National Police Chiefs' Council on when to report an alleged crime to the police (linked below).
- 10.3.2. [When to call the police guidance for schools and colleges](#)
- 10.3.3. Where an incident has occurred outside of school, the parents or carers are responsible for informing the police and should evidence any report to the school. If the school believes that the incident has not been reported and should have been, they will consult the police.
- 10.3.4. Where a report of rape, assault by penetration or sexual assault is made, this will be passed on to the police immediately.
- 10.3.5. Whilst the age of criminal responsibility is ten, if the child alleged to have caused harm is under ten, the starting principle of reporting to the police remains when in line with the guidance linked in 9.3.2). With the expectation that the police will take a welfare approach, rather than a criminal justice approach.
- 10.3.6. Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the child alleged to have caused harm and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.
- 10.3.7. Where there is a criminal investigation, the school will work closely with the relevant agencies to support all children involved (including potential witnesses). Where required, advice from the police will be sought in order to help us.
- 10.3.8. Whilst protecting children and/or implementing any appropriate sanctions against the child alleged to have caused harm, we will work closely with the police (and other agencies as required), to ensure any actions taken by the school do not jeopardise the police investigation.

10.4. **The end of the criminal process**

- 10.4.1. If a child is convicted or receives a caution for a sexual offence (or for children under 10 years of age, where there is sufficient evidence to show that they would have

- been convicted or cautioned if they had been older), the school will update its risk assessment, ensuring relevant protections are in place for all children.
- 10.4.2. The school will consider any suitable action following our behaviour policy.
- 10.4.3. If the child alleged to have caused harm remains at [insert school name] we will be very clear as to our expectations regarding the child alleged to have caused harm now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the child alleged to have caused harm's timetable. Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other children and young people in the school. We will ensure all children and young people involved are protected, especially from any bullying or harassment (including online).
- 10.4.4. Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the child alleged to have caused harm for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

11. Supporting Children and Young People

11.1. Support for children or young people affected by Child-on-Child Abuse

- 11.1.1. What support they require depends on the individual child or young person. It may be that they wish to seek counselling or another form of pastoral support. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future.
- 11.1.2. Support for victims of sexual assault is available from a variety of agencies and the school will make the child or young person, or their parent or carer aware of the option available and make any agreed upon referrals.
- 11.1.3. If the incidents are of a bullying nature, the child or young person may need support in improving peer groups/relationships with other children and young people, or some restorative justice work with all those involved may be required.
- 11.1.4. Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, relationship abuse etc. It may be that through the continued curriculum of Relationship and Sex Education (from 2020), PSHE and SMSC that certain issues can be discussed and debated more frequently.
- 11.1.5. If the child or young person feels particularly 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.
- 11.1.6. The school will support the victim of child-on-child abuse to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family. If they are moved, we will ensure the new school is aware of the ongoing support they may need. The Designated Safeguarding Lead will support this move.

- 11.1.7. Where there is a criminal investigation, the child alleged to have caused harm will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings.
 - 11.1.8. We will work closely with the police. Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of behaviour and lead to the view that allowing the child alleged to have caused harm to remain in the same school would seriously harm the education or welfare of the victim (and potentially other children and young people).
 - 11.1.9. Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.
 - 11.1.10. Where the child alleged to have caused harm is going to remain at the school, the principle would be to continue keeping the victim and child alleged to have caused harm in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport.
 - 11.1.11. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases. Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and child alleged to have caused harm. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.
 - 11.1.12. All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.
- 11.2. **Support for the child or young person who has displayed harmful behaviour**
- 11.2.1. It is important to find out why the child or young person has behaved in such a way. It may be that the child or young person is experiencing their own difficulties and may have been harmed themselves in a similar way. In such cases support such as counselling or other pastoral support may also be necessary.
 - 11.2.2. Specific support from identified services may be necessary through an early help referral and the child or young person may require additional support from family members.
 - 11.2.3. Once the support required to meet the individual needs of the child or young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the child or young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the child or 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 child or young person

cannot be educated on site until the investigation has concluded. In which case, the child or young person will need to be provided with appropriate support and education elsewhere.

- 11.2.4. It may be that the behaviour that the child or young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the child or young person and the risks towards others are measured by all agencies involved including the young person and their parents. This may mean additional supervision of the child or young person or protective strategies if the child or young person feels at risk of engaging in further inappropriate or harmful behaviour.
- 11.2.5. 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 child or young person to reflect on their behaviour.
- 11.2.6. It is important that following the incident the children or young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. 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 children or 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). For this reason, regular reviews with the children or young people following the incident(s) are imperative.

Appendix 1: Template and Guidance

Risk Assessment for Template and Guidance for Child on Child Abuse

The terms victim and child alleged to have caused harm 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 and other agencies as necessary when completing this risk assessment.

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”.

Is a risk assessment required?

Sexual violence and sexual harassment

“When there has been a report of sexual violence, the [DSL] (or deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.” KCSIE 2024

Abusive or violent behaviour

A risk assessment should always be carried out in respect of:

- any child who is alleged to have behaved in a way that is considered to be abusive or violent;
- any child who has reportedly been abused or affected by the alleged abusive or violent behaviour by another child; or
- any child who may be at risk due to the alleged abusive or violent behaviour by another child as deemed appropriate by the DSL.

Consideration may need to be given to having separate but aligned risk assessments for the alleged perpetrator(s), and the victim(s), and any other child/children who may be affected by the alleged abusive or violent behaviour.

Where other children have been identified as witnesses to the alleged abusive or violent behaviour, consideration should also be given by the DSL to the impact on them, and whether there might be any risks posed to those children, and whether a risk assessment for them would be appropriate in the circumstances.

Inappropriate or problematic behaviour

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 need to exercise careful consideration and judgement regarding a range of factors when deciding whether (a) it would be appropriate to contact the local authority children’s social care, (b) whether it is necessary and appropriate to carry out a risk assessment, and (c) for which children – based on:

- the particular concern(s) or allegation(s) raised – including the context;
- the severity of the alleged behaviour, and whether – whilst it might be judged to be inappropriate or problematic by an adult – it might actually be harmful to another child. Consultation is recommended with the local authority children’s social care if there is any doubt about this;
- the extent to which any child/children (i) may have experienced or otherwise been affected by the alleged behaviour, (ii) may be at risk due to the alleged behaviour, and (iii) been identified as witnesses – and the impact on and possible risk posed to each of them. This will depend not only on the nature and extent of their involvement in, or proximity to the alleged behaviour, but also on factors such as their possible wider circumstances and needs, their age and understanding, and the extent to which the alleged behaviour might trouble or distress other children, or expose them to inappropriate or problematic behaviour;
- any information recorded about the child/ children concerned in a Behaviour Log (if there is one in place);
- whether there are any patterns of behaviour occurring;
- the needs and circumstances of the child/ children concerned, and whether there are any wider safeguarding concerns about them – for example, where a child’s behaviour may be considered to be inappropriate or problematic on Hackett’s continuum, or at risk of escalating, the DSL and/or the local authority children’s social care, and/or other relevant external agencies, may determine that a risk assessment is required to control emerging risks; and
- the importance of early intervention to address and to prevent escalation of inappropriate and/or problematic behaviours. Again, consideration may need to be given to having separate but aligned risk assessments for the alleged perpetrator(s), and the victim(s), and any other child/children who may be affected by the alleged inappropriate or problematic behaviour. In all cases where a risk assessment is not considered to be appropriate, the school or college should nonetheless take steps to safeguard and support the alleged perpetrator(s), victim(s), and any other child/ children who may be affected by the alleged behaviour, and should continue to monitor the situation. If risks increase, consideration should again be given to conducting a risk assessment.

Key points to consider when conducting a risk assessment:

In conducting a risk assessment the school or college should:

- always act in accordance with WTSC 2023, KCSIE 2024, and their locally agreed multi agency safeguarding arrangements;
- following a referral (where it is deemed to be necessary according to the particular facts of the case) to local authority children’s social care, and/or a report to the police, and/or referral to other relevant agencies, seek to consult with them on the need for, and on developing and, whenever possible, agreeing the school’s or college’s risk assessment. As above, KCSIE 2024 states that in cases where professional risk assessments are required (for example, by social workers and/or sexual violence specialists where there has been a report of sexual violence), they should be used to inform the school or college approach to supporting and protecting their students, and updating their own risk assessment, which should be consistent with any such professional risk assessment(s);
- in cases where the police are involved, ensure that the risk assessment does not potentially prejudice any criminal investigation(s), and that it protects all children concerned in any such investigation(s) to the greatest extent possible;

- if their local authority children's social care, and/or the police, and/or other relevant agencies do not, for whatever reason, engage with them, then the school or college should persist in seeking their input and support including for early help and for those who are at risk of harm or have been harmed, and should advise the relevant agency/ies that it intends to conduct the risk assessment for the child/children concerned, and should consider escalating its referral if it believes that the local authority children's social care and/or the police should be engaged;
- give consideration to consulting with and involving the child/children concerned and their parents, in accordance with any advice given by the relevant agencies. Where a report has been made to the police, the school or college should consult with them, and agree what information can be disclosed to the alleged perpetrator and their parents. There may be other circumstances where there are legitimate obstacles presented to parental knowledge/engagement – for example, if there is a suggestion or concern that informing the parents will put the/any child at additional risk; in these cases the school or college should work closely with local authority children's social care and/or the police to take advice on how best to proceed; and
- consider whether a planning meeting may be helpful to develop the risk assessment. Careful consideration will need to be given to whether the alleged perpetrator and/or their parents should attend such a meeting. Where a child or parent does not attend, their wishes and feelings should still be sought in relation to any proposed risk assessment in advance of the meeting by a professional – in the case of the child, by a designated trusted professional with whom they have a positive relationship. A version of the risk assessment which is appropriate for the child's age and level of understanding should be provided to the child and their parents. Efforts should also be made to ensure that they understand what is proposed and to seek their agreement to the arrangements.

These steps will help to ensure that the risk assessment is appropriately tailored to the relevant child's/children's needs, and will enable the school or college to work with others in an effort to meet those needs in the longer-term.

Reviewing Risk Assessments:

Risk assessments should be reviewed on a regular basis – ie at least every three months or, if there is another alleged incident, or a material change of circumstances.

Reviews should be carried out in light of the child's/ children's ongoing needs to ensure that real progress is being made which benefits the child/children concerned. If at any stage the risk increases, there is a further alleged incident, or any individual child's needs escalate, the DSL should contact local authority children's social care, and/or other relevant agencies, in accordance with their locally agreed multi-agency safeguarding arrangements, to determine the appropriate course of action.

In the event that any new information is disclosed at any time indicating that a child may have been harmed, is at risk of harm, or is in immediate danger, the school or college should, again, act in accordance with WTSC 2023, KCSIE 2024, and their locally agreed multi-agency safeguarding arrangements, and make a (new) referral to local authority children's social care and, if appropriate, report to the police. Similarly any new information disclosed at any time regarding alleged rape, assault by penetration or sexual assault must always be shared with the police.

Risk Assessment for Child on Child Abuse

Basic information	
Referrer Name	
Referrer Contact details	
Name of school for victim	
Name of school for child alleged to have caused harm	
Did the incident(s) occur on school premises?	

Considerations	RISK (consider victim, child alleged to have caused harm, other pupils and staff)	Risk Level (High, Medium or low)	Actions to reduce risk	Revised Risk Level (High, Medium or low)
What was the nature of the incident?				
Was it a crime?				
Is it necessary to limit contact between the children involved? Refer to KCSIE				
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				

Considerations	RISK (consider victim, child alleged to have caused harm, other pupils and staff)	Risk Level (High, Medium or low)	Actions to reduce risk	Revised Risk Level (High, Medium or low)
Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
Do they share classes?				
Do they share break times?				
Do they share transport to/from school?				
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
Is there a risk of harm from social media and gossip?				

Appendix 2: Definitions and Useful Resources

Child on Child Abuse Definitions

Types of child on child abuse: Child-on-child abuse can happen on and off line and take various forms, including (but not limited to):

- Abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’) – which may also include an online element.
- Bullying
- Child exploitation, including child sexual exploitation (CSE) and child criminal exploitation (CCE)
- Harmful sexual behaviour (HSB)
- Hate incidents and hate crimes – which may also include an online element.
- Initiation/hazing type violence and rituals
- Misogyny
- Misandry
- Physical abuse
- Racism
- Sexual violence
- Sexual harassment

Useful definitions:

Assault by Penetration

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

Child exploitation:

- **Child criminal exploitation (CCE)** occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.
- **Child sexual exploitation (CSE)** is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that they may need or want like gifts, drugs, money, status and affection.

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

CSE and CCE do not always involve physical contact; CSE and CCE can also occur through the use of technology.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as Child-on-Child Abuse Policy Page 20 of 29 wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. It is important to know that: • The age of consent is 16 • A child under the age of 13 can never consent to any

sexual activity • Sexual intercourse without consent is rape. It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the Designated Safeguarding Lead (or deputy) should be involved and leading the school or college response. If in any doubt, they should seek expert advice. It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Contextual Safeguarding

All staff, but especially the Designated Safeguarding Lead (or deputy) should be considering the context within which incidents and/or 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 are a threat to their safety and/or welfare.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context. Useful guidance can be found in: NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework: NSPCC - Harmful Sexual Behaviour Framework The Brook Sexual Behaviours Traffic Light Tool can also be very helpful in identifying sexual behaviours by children www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Hate incidents and hate crimes

Initiation/hazing

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups. The initiation rituals can range from relatively low-level pranks, to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault.

Misandry

Commonly defined as dislike of, contempt for, or ingrained prejudice against boys and men.

Misogyny

Commonly defined as dislike of, contempt for, or ingrained prejudice against girls and women. Allowing such rhetoric and behaviour to persist can lead to the acceptance or normalisation of bullying, sexual violence and sexual harassment towards girls and women, and to harmful victim-blaming narratives. Misogynistic rhetoric is also commonly connected to extreme machoism or harmful ideas about masculinity which can impose damaging and unrealistic expectations and pressures on male students.

Rape

A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Racism

Racism occurs when a person is treated less favourably because of their skin colour, nationality, ethnicity, or cultural group. Racist behaviour can include verbal abuse, physical attacks, exclusion from activities or opportunities and microaggressions, which can be conscious and unconscious. It can occur in person or

online.

Physical abuse

Deliberately hurting or injuring someone. Including, but not limited to; hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. This may include an online element which facilitates, threatens and/or encourages physical abuse.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. This is also known as youth produced sexual imagery The UK Council for Internet Safety (UKCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents Sexting: how to respond to an incident

Sexual Harassment

This can be defined as ‘unwanted conduct of a sexual nature’ that can occur online and offline. In the context of this guidance this means in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. can include (but is not limited to):

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names, intrusive questions about a person’s sex life, and spreading sexual rumours
- sexual “jokes” or taunting
- suggestive looks, staring or leering
- sexual gestures
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim)
- displaying pictures, photos or drawings of a sexual nature
- upskirting – which is a criminal offence, involving taking a picture or film under a person’s clothing without their permission, with the intention of viewing their underwear, genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, and

Sexual Harassment Online

This may be stand-alone or part of a wider pattern of sexual violence and/or harassment. It may include:

- non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- sharing of unwanted explicit content
- revenge pornography, which is a criminal offence
- sexualised online bullying
- unwanted sexual comments and messages, including on social media
- sexual exploitation, coercion and threats, and coercing others into sharing images of themselves or performing acts they are not comfortable with online

Sexual violence

Sexual violence is any kind of sexual activity or act (including online) that was unwanted or involved one or more of the following:

- pressure
- manipulation
- bullying

- intimidation
- threats
- deception
- force

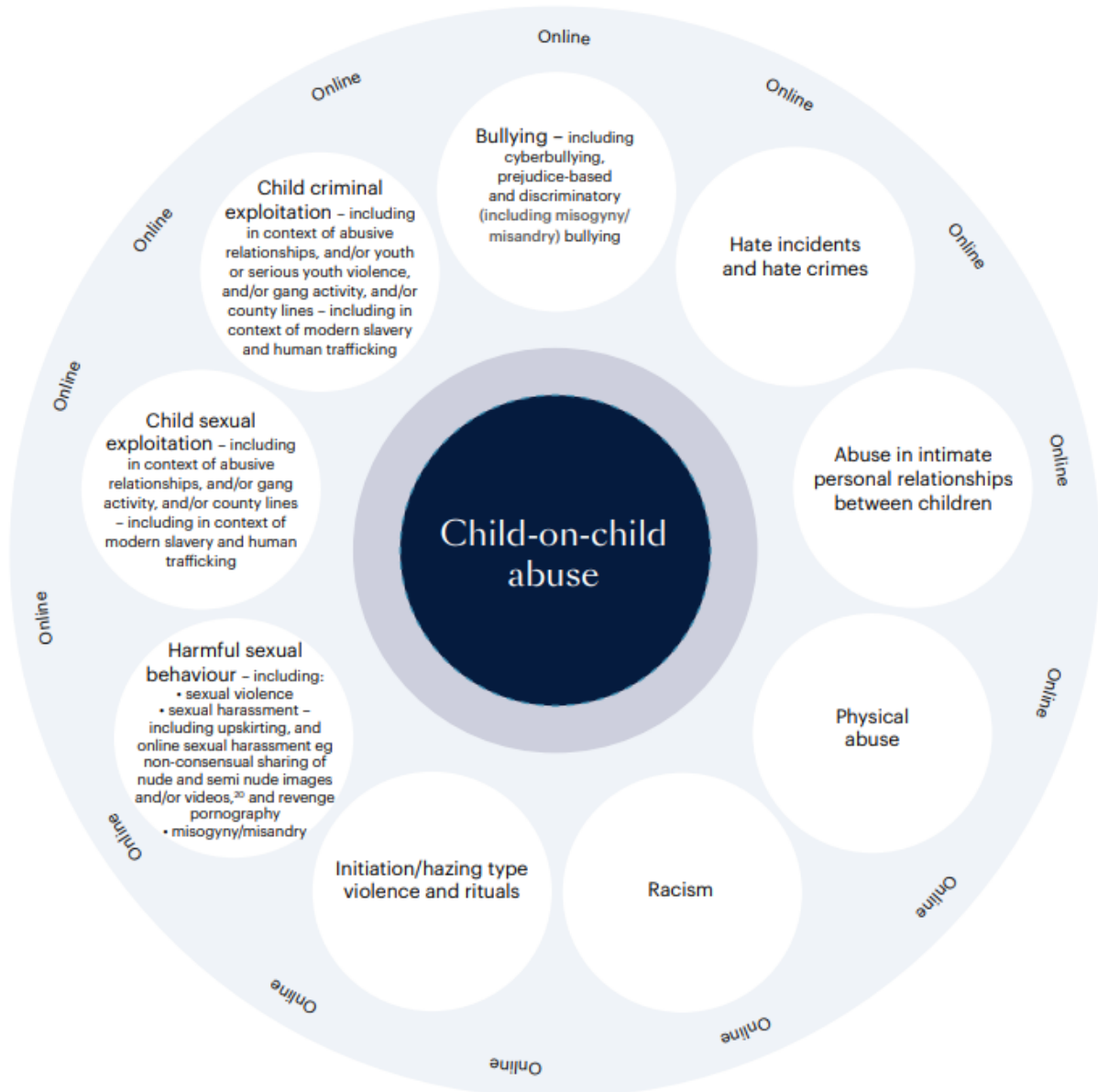
In other words, any kind of sexual activity or act that took place without consent. There are lots of different types of sexual violence, including;

- rape
- assault by penetration
- sexual assault
- causing someone to engage in sexual activity without consent – such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- threatening the above behaviour, whether in person or by digital communications

Upskirting

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. Cases of 'up skirting' have a mandatory requirement for being reported.

(It should be noted that, whilst a number of the above examples may constitute sexual harassment, they may also (where they are non-consensual) be unlawful in other respects – depending on the facts of a particular case – such as breach of laws governing the possession or sharing of indecent images, breach of privacy or data protection law, breach of the Malicious Communications Act 1988, or constitute stalking or harassment under the Protection from Harassment Act 1997)



Appendix 3: Harmful Sexual Behaviour Framework Harmful Sexual Behaviour Framework / Simon Hackett Continuum

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal Developmentally expected Socially acceptable Consensual, mutual, reciprocal Shared decision making	Inappropriate <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 	Problematic <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 	Abusive <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 	Violent <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
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A framework for using the Simon Hackett Continuum can be found on the [NSPCC website](#).

Appendix 4: Definition and Useful Resources

Useful Publications and Websites

Government Publications

- Keeping Children safe in Education - [Keeping children safe in education](#) - GOV.UK (www.gov.uk)
- Preventing youth violence and gang involvement - [Advice to schools and colleges on gangs and youth violence](#) - GOV.UK (www.gov.uk)
- DfE: [Preventing and tackling bullying in schools](#)
- DfE: Statutory guidance: [Working together to safeguard children, 2023](#)
- DfE: [Searching, screening and confiscation at school](#), July 2023
- DfE: [Preventing and Tackling Bullying](#), July 2017
- DfE: [Statutory guidance School exclusion September 2023](#)
- DfE: [Teaching Online Safety in Schools, June 2019](#) -
- DfE: [Relationship Education and Relationship and Sex Education](#)
- DfE: Behaviour in schools September 2022- [Behaviour in Schools guidance](#)
- DfE: [Mental health and behaviour in schools](#)
- DfE: [Cyberbullying: Advice for headteachers and school staff, November 2014](#)
- UKCIS: [Sexting guidance for schools, Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- UKCIS: [Tackling race and faith targeted bullying face to face and online. May 2017](#)
- UKCIS: [Education for a connected world, June 2020](#)
- Gov.uk: [Equality Act 2010: advice for schools](#)

Other useful documents

- The Safeguarding Network – [Child-on-child abuse](#)
- Stop it Now: [Preventing abuse among children and young people-guidance](#)
- Stop it Now: [What is Age appropriate?](#)
- [Brook Traffic lights](#)
- NSPCC: [Harmful sexual behaviour Protecting children from harmful sexual behaviour](#)
- National Children's Bureau (ncb.org.uk): [NCB Harmful sexual behaviour Workforce perspectives on harmful sexual behaviour](#)
- NSPCC – [Is this sexual abuse?](#)
- Online sexual harassment Project deSHAME- [Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding](#)
- Equality and Human Rights Commission: [Public Sector Equality Duty Guidance for Schools in England](#) [Equality Duty Guidance for Schools in England](#) (equalityhumanrights.com)
- Key messages from research on children and young people who display harmful sexual behaviour (PDF) [Key messages from research on children and young people who display harmful sexual behaviour - CSA Centre](#)
- National Police Chiefs Council- [When to call the police \(PDF\) When to call the police - guidance for schools and colleges](#)
- London Grid for Learning's [Undressed](#)

