

# Bratton Primary School



## Child on Child Abuse policy

2022 - 2023

## **Safeguarding Statement**

At Bratton Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bratton Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying

## **Introduction**

Our school, Bratton Primary, recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of “banter” or “growing up”.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond.

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy.

This policy concentrates on child on child abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education (September 2021) and should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

## **Policy Development**

The policy has been developed using the Wiltshire Safeguarding Children Partnership Model Policy.

## **Aims**

### **The policy will:-**

- Set out our strategies for preventing, identifying and managing child on child abuse
- Take a contextual approach to safeguarding all children and young people involved.

Acknowledging that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

### **Understanding Child on child abuse**

Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children.

The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing.

Sexual harassment and sexual violence may also occur online and offline.

### **The Context**

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. In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful sexual Behaviour HSB).

We are adopting the NSPCC definition of HSB as:-

"Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

Also useful is Simon Hackett's continuum model to demonstrate the range of sexual behaviours. (Appendix 1 and the Brook Traffic lights (appendix 2)

### **Vulnerable groups**

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities). Children who identify or are perceived as LGBT, race, religion (protected characteristics) under the Equalities Act 2010.

We recognise that both boys and girls experience child on child abuse but they do so

in gendered ways. Whilst research tells us girls are more frequently identified as being abused by their peers and girls are more likely to experience unwanted sexual touching in schools this is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience child on child abuse, but they do so in gendered ways.

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

### **Responding to Alleged Incidents, Responding to reports of sexual violence and sexual harassment**

All staff will be made aware of the reporting form and will be supported to complete it. This will be the NSPCC template. (see appendix) The DSL (designated safeguarding lead) will be informed as soon as possible. All reports of child on child abuse will be recorded on a case by case basis. The designated safeguarding lead or their deputy will take the leading role using their professional judgement and will be supported by other agencies such as social care or the police as required.

#### **The immediate response to a report**

- The school will take all reports seriously and will reassure the victim that and that they will be supported and kept safe.
- All staff will be supported to complete a report alongside DSL's.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated lead or social care) staff will however only share the report with those people who are necessary to progress it.
- A written report will be made as soon after the interview 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.
- 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 DSL) is present.

#### **Risk Assessment (NSPCC feedback)**

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 Child on Child Abuse Policy

report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them;

Risk assessments will be recorded using the NSPCC template, these will then be added to the C-POMS system and be kept under review.

The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

### **Action following a report of sexual violence and/or sexual harassment**

Following an incident we will consider

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school staff; and other related issues and wider context?

### **Follow up Actions**

#### **Children sharing a classroom:**

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

- The perpetrator will be removed from any classes they share with the victim.
- The school will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

### **Options to manage the report**

#### **The Option to manage internally**

1. In some cases of sexual harassment, for example, one-off incidents, we
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may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support.

This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored by the DSLs on the CPOMS system.

2. In line with 1 above, we may decide 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.

3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH 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 alleged perpetrator and any other children that require support.

## **Reporting to the Police**

Any report to the police will generally be made through the MASH as above. The designated safeguarding lead (and their deputies) will follow local process for referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the police or the school, the school will consult with the police and agree what information can be disclosed to staff and others. In particular, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation the school will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where

required, advice from the police will be sought in order to help us.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, The school will work closely with the police (and other agencies as required), to ensure any actions the school takes does not jeopardise the police investigation.

### **The end of the criminal process**

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment and ensure relevant protections are in place for all children. The school will consider any suitable action in light of its behaviour policy. If the perpetrator remains in school the school will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate with regard to the perpetrator's timetable. Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school. We will ensure all children involved are protected, especially from any bullying or harassment (including online).

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 alleged perpetrator 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.

### **Support for Children Affected by Sexual-Assault**

Support for victims of sexual assault is available from a variety of agencies (see Appendix 3).

We will support the victim of sexual assault 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 DSL will support this move.

Where there is a criminal investigation the alleged perpetrator 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. 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. 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  
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all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises. 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 alleged perpetrator. 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. All of the above should 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.

## **Physical Abuse**

While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and, if it is believed that a crime has been committed, these will be reported to the police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix 1) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability

- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

## Online Behaviour

Many forms of child on child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting.

Policies and procedures concerning this type of behaviour can be found in the schools child protection and anti-bullying policies.

## Prevention

Bratton Primary School actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- Educating all Governors, Senior Leadership Team, staff and volunteers, [pupils/students], and parents 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. This includes
  - (a) Contextual Safeguarding;
  - (b) The identification and classification of specific behaviours; and
- The importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing.
- Educating children about the nature and prevalence of child-on-child abuse via PSHE and the wider curriculum.
- Pupils are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- 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 this issue by:
  - (a) Talking about it with parents, both in groups and one to one;
  - (b) Asking parents what they perceive to be the risks facing their child and how they would like to see the School address those risks;
  - (c) Involving parents in the review of School policies and lesson plans; and
  - (d) Encouraging parents to hold the School to account on this issue.
- Ensuring that all child-on-child abuse issues are fed back to the School's safeguarding leads so that they can spot and address any concerning trends and identify pupils who may be in need of additional support.
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom);
- Working with Governors, Senior Leadership Team, all staff and volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;

- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;
- Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of child-on-child abuse promptly and appropriately.

### **Multi-agency working**

The School actively engages with its local partners in relation to child-on-child abuse, and works closely with, Wiltshire Safeguarding Children Partnership, Wiltshire Multi-Agency Safeguarding Hub (MASH), children's social care, and/or other relevant agencies, and other schools.

The relationships the School has built with these partners are essential to ensuring that the School is able to prevent, identify early and appropriately handle cases of child-on-child abuse. They help the School

- (a) To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist;
- (b) To ensure that our pupils can access the range of services and support they need quickly;
- (c) To support and help inform our local community's response to child-on-child abuse;
- (d) To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our pupils.

The School actively refers concerns/allegations of child-on-child abuse where necessary to Wiltshire MASH, children's social care, and/or other relevant agencies.

Children resident out of county but attending a Wiltshire school will be reported to their home MASH or equivalent Social Care

In cases involving children who are subject to risk, harm and abuse and who have LAC status, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

## Appendix 1

<https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviourframework.pdf>

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:

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

<https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf>

## Appendix 2 - Brook sexual behaviours traffic light tool

### Behaviours: age 0 to 5

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

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices</p>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur</p>
<p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• holding or playing with own genitals</li> <li>• attempting to touch or curiosity about other children's genitals</li> <li>• attempting to touch or curiosity about breasts, bottoms or genitals of adults</li> <li>• games e.g. mummies and daddies,</li> <li>• doctors and nurses</li> <li>• enjoying nakedness</li> <li>• interest in body parts and what they do</li> <li>• curiosity about the differences</li> <li>• between boys and girls</li> </ul>	<p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• preoccupation with adult sexual behaviour</li> <li>• pulling other children's pants down/skirts up/trousers down</li> <li>• against their will</li> <li>• talking about sex using adult slang</li> <li>• preoccupation with touching the genitals of other people</li> <li>• following others into toilets or changing rooms to look at them or touch them</li> <li>• talking about sexual activities</li> <li>• seen on TV/online</li> </ul>	<p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• persistently touching the genitals of other children</li> <li>• persistent attempts to touch the genitals of adults</li> <li>• simulation of sexual activity in play</li> <li>• sexual behaviour between young children involving penetration with objects</li> <li>• forcing other children to engage in sexual play</li> </ul>

## Behaviours: age 5 to 9 and 9 to 13

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

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices</p>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur</p>
<p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• feeling and touching own genitals</li> <li>• curiosity about other children's genitals</li> <li>• curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same sex relationships</li> <li>• sense of privacy about bodies</li> <li>• telling stories or asking questions</li> <li>• using swear and slang words for parts of the body</li> </ul>	<p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• questions about sexual activity which persist or are repeated frequently, despite an answer having been given</li> <li>• sexual bullying face to face or through texts or online messaging</li> <li>• engaging in mutual masturbation</li> <li>• persistent sexual images and ideas, in talk, play and art</li> <li>• use of adult slang language to discuss sex</li> </ul>	<p><b>Red behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• frequent masturbation in front of others</li> <li>• sexual behaviour engaging significantly younger or less able children</li> <li>• forcing other children to take part in sexual activities</li> <li>• simulation of oral or penetrative sex</li> <li>• sourcing pornographic material online</li> </ul>

<b>Green behaviours 9 -13</b>	<b>Amber behaviours 9 -13</b>	<b>Red behaviours 9 -13</b>
<ul style="list-style-type: none"> <li>• solitary masturbation</li> <li>• use of sexual language including swear and slang words</li> <li>• having girl/boyfriends who are of the same, opposite or any gender</li> <li>• interest in popular culture, e.g. fashion, music, media, online games, chatting online</li> <li>• need for privacy</li> <li>• consensual kissing, hugging, holding hands with peers</li> </ul>	<ul style="list-style-type: none"> <li>• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>• verbal, physical or cyber/virtual sexual bullying involving sexual aggression</li> <li>• LGBT (lesbian, gay, bisexual, transgender) targeted bullying</li> <li>• exhibitionism, e.g. flashing or mooning</li> <li>• giving out contact details online</li> <li>• viewing pornographic material</li> <li>• worrying about being pregnant or having STIs</li> </ul>	<ul style="list-style-type: none"> <li>• exposing genitals or masturbating in public</li> <li>• distributing naked or sexually provocative images of self or others</li> <li>• sexually explicit talk with younger children</li> <li>• sexual harassment</li> <li>• arranging to meet with an online acquaintance in secret</li> <li>• genital injury to self or others</li> <li>• forcing other children of same age, younger or less able to take part in sexual activities</li> <li>• sexual activity e.g. oral sex or intercourse</li> <li>• presence of sexually transmitted infection (STI)</li> <li>• evidence of pregnancy</li> </ul>

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/ourwork/>

The-sexual-behaviours-traffic-light-tool for further information. Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains. Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

### **Appendix 3**

Support for Young People: Local and National

Wiltshire Children and Young People's Independent Sexual Violence Advisors (ChiIVAs) provided by IMARA provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police.

ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim. [www.imara.org.uk/about-us/chisva-service](http://www.imara.org.uk/about-us/chisva-service)

- Child and adolescent mental health services (CAMHS)  
[www.Wiltshirehealthcare.nhs.uk/cahms](http://www.Wiltshirehealthcare.nhs.uk/cahms)
- Internet Watch Foundation (to potentially remove illegal images) [www.iwf.org.uk](http://www.iwf.org.uk)

## **Appendix 4**

### **Useful Publications and**

### **Websites Government**

#### **Publications**

Sexual harassment and sexual violence in schools

[www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges](http://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

Keeping Children safe in Education -

[www.gov.uk/government/publications/keeping-children-safe-in-education](http://www.gov.uk/government/publications/keeping-children-safe-in-education)

Preventing youth violence and gang involvement

[www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence](http://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)

Preventing and tackling bullying in schools

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

#### **Other useful documents**

Sexting

Sexting in schools and colleges-Responding to incidents and safeguarding young people

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

Child-on-child abuse

Farrer & Co - Child-on-child abuse toolkit, guidance on peer-on peer abuse policy and template child-on-child abuse policy

[www.farrer.co.uk/Global/Child-on-child%20abuse%20toolkit%2014.pdf](http://www.farrer.co.uk/Global/Child-on-child%20abuse%20toolkit%2014.pdf) Anti-bullying alliance

There are some useful links on the section on sexual bullying:-

Sexual bullying: developing effective anti-bullying practice- A guide for school staff and other professional

[www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20anti-bullying%20guidance%20for%20teachers%20and%20other%20professionals%2](http://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20anti-bullying%20guidance%20for%20teachers%20and%20other%20professionals%2)

[0-  
%20Feb17\\_1.pdf](#)

Preventing abuse among children and young people-guidance from Stop it Now  
[www.stopitnow.org.uk/files/stop\\_booklets\\_childs\\_play\\_preventing\\_abuse\\_among\\_children\\_and\\_young\\_people01\\_14.pdf](http://www.stopitnow.org.uk/files/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf)

What is Age appropriate?

<http://www.stopitnow.org/ohc-content/what-is-age-appropriate>

Brook Traffic lights

<https://www.brook.org.uk/our-work/using-the-sexual-behaviours-traffic-light-tool>

NSPCC-Harmful sexual behaviour

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

NCB Harmful sexual behaviour

<https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmful-sexual-behaviour>

NSPCC –Is this sexual abuse?

<https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplines-report-peer-sexual-abuse.pdf>

Online sexual harassment

Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding

<https://www.childnet.com/our-projects/project-deshame>

Sexism

It's Just Everywhere- a study on sexism in schools –and how we tackle it

<https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf>

• Relationship Education , Relationship and Sex Education HMSO  
[www.gov.uk/government/news/relationships-education-relationships-and-sex](http://www.gov.uk/government/news/relationships-education-relationships-and-sex)

## Appendix 5

### Sexualised behaviours recording form template

Form to be completed by person who witnessed the incident or had the incident reported to them. This can be done with support, e.g. from the safeguarding lead. This template can be used each time there is an incident of concerning sexual behaviour.

BEHAVIOUR RECORDING FORM NUMBER:	
Details of child/young person	
Name:	
DOB:	
Any specific vulnerabilities:	
Any other behavioural concerns:	
Any other previous incidents of sexualised behaviour:	
<p>Details of the Incident:</p> <p><i>Detail anything of note that took place before the behaviour. Describe in detail what was observed or reported. Use quotation marks to describe child's words. Avoid terms such as 'inappropriate touch, sexualised behaviour' etc. as they are too vague.</i></p>	
<p>Other significant factors:</p> <p><i>Describe if there was any observed planning, physical force, coercion, secrecy, any adult sexual behaviour i.e. not age appropriate. Oral, penetration/attempted penetration or mutual, consenting, light hearted, sexual behaviour, exploratory.</i></p>	

<p>Power imbalances:  <i>Describe any power difference between the children/young people involved in the incident, e.g. age, relationship, social status, developmental differences, size, learning disabilities, physical disabilities etc.</i></p>			
<p>Reaction of the children/young people involved in the incident:  <i>Describe individually for all children involved e.g. fear, tearful, anxiety, happy, playful, embarrassed, angry, regretful, taking responsibility. Anonymise where necessary when attaching the recording to an individual's school records.</i></p>			
<p>Behaviour management:  <i>How was behaviour addressed in the immediacy? Was SDSE used/discussed?  How will the behaviour be addressed in the future, e.g. whole class/school response – PANTS, pastoral support?  Report/referral to other agencies, including social care.  What support will be offered if necessary to the children/young people involved?</i></p>			
<p>Reaction of parents/carers:  <i>Record individually the parents/carers' reactions for each child – you may need to record their initial response and their subsequent response. For example, a parent may react negatively initially, but then responds in a more supportive manner in time.  Supportive/concerned/caring/rejecting/angry/shocked. Have they similar concerns at home?  Anonymise where necessary when attaching the recording to an individual's school records.</i></p>			
Completed by:		Date:	

## Appendix 6

### Safety plan template

This safety plan should be completed with professionals who support the child/young person and their family.

The child/young person should be involved in creating and have access to a version of the plan that is appropriate for their age and level of development.

Professional judgement should be used as to whether the child/young person should attend any safety planning meetings. However, their wishes and feelings should be gathered prior to any safety planning meetings by a professional with whom they have a positive relationship.

The safety plan should be reviewed at regular intervals (e.g. every three months) or if there is a change in perceived risk or other circumstance.

The safety plan should be a dynamic document that supports the child's development and healthy peer relationships, while promoting safety within the school. It should be proportionate to the level of risk and non-punitive. Identifying and promoting strengths is as important as identifying concerns and risks, as positive life skills can counter some risky behaviour.

Name of child/young person:	
Date of birth:	
School/education setting:	
Class:	
Date of completion:	
Present at meeting:	
<b>1 Background information</b>	
1.1 Please provide an overview of the known sexual behaviour concerns in school, home and community: <i>Be specific; avoid general statements, such as 'sexualised/inappropriate behaviour'. Was there use of force/coercion/planning/secrecy? Record relationship and potential power differentials between any children involved and all children's responses. Is behaviour frequent or has it escalated in severity?</i>	
School:	

Home:

Community:

1.2 Provide an overview of other behaviour concerns:  
*Such as bullying, violence, disruptive behaviour.*

1.3 Other relevant factors:  
*Family background, involvement of children's services, learning difficulties, disabilities or cultural/religious factors.*

1.4 What interventions/consequences are already in place or have taken place: *Restrictions on activities/movement around the school, one-to-one work or whole school/classwork, specialist services.*

1.5 Child's views regarding their sexual behaviour and other behavioural concerns:  
*Do they understand the concerns, do they deny or accept the behaviours, are they embarrassed, angry, remorseful etc?*

1.6 Parent's/carer's views regarding child's sexual behaviour and other behavioural concerns:  
*Are they angry, rejecting, supportive, minimising, concerned?*

## **2 Identifying risks**

2.1 Record any known triggers to the behaviour:  
*Particular lessons, activities, peers, staff and events outside of school.*

Where identified, detail strategies to reduce triggers:  
*What supervision is available to support the young person, can the child identify triggers to the behaviour?*

2.2 Identify any risky locations in the school:  
*Toilets, unsupervised areas, corridors, playgrounds etc.*

Where risky locations are identified, detail plans to minimise risk:  
*Using different toilets/toilet times, additional supervision? No go areas for child/young person?*

2.3 Identify any others who may be particularly vulnerable:  
*Include staff, visitors and other children and, maintaining appropriate confidentiality, detail why they might be vulnerable*

Where vulnerable individuals have been identified detail plans to minimise risk: <i>Supervision, assessing suitability for contact activities, consideration of classroom seating arrangements, consider whether one-to-one work is appropriate.</i>
2.4 Identify any risky activities: <i>PHSE lessons, school trips, PE, including getting changed/contact sports, residential stays.</i>
Where identified, detail strategies to minimise risk: <i>Supervision, changing in different room, conducting activities safely without supervision</i>
2.5 Explore child's/young person's access to internet/media and any associated risks, including personal devices: <i>Is access monitored and supervised, are safety settings/filters applied, is access available in unstructured time, are personal devices accessible during the day?</i>
Where identified, detail strategies to minimise risk: <i>Supervised access, use of filters, no personal devices, whole school e-safety.</i>

2.6 Explore and record transport arrangements to and from school:  
*Walking, bus, car, shared transport arrangements. Include whether the child is transported by the local authority, whether they are transported with other children, what the supervision arrangements are, is the person supervising (e.g. taxi driver) aware of the potential risks and is there an appropriate person to manage them, consider whether the child/young person should be transported individually or with additional supervision.*

Where concerns are identified, detail actions/changes required to transport arrangements:

**3 Strengths**

3.1 Identify areas/locations within the school that are not assessed as requiring additional planning/supervision at this time:  
*Please note areas where there has been no history of incidents or concerns, or where existing supervision manages risk.*

3.2 Please describe positive relations the child has:  
*Include professionals, family, peers etc.*

3.3 Please note activities/lessons the child enjoys and engages in positively:  
*Describe how these will be promoted and maintained  
Consider any additional activities that could be encouraged to promote prosocial behaviour and self-esteem.*

3.4 Please identify positive attributes/characteristics/skills the child possesses which can be promoted to help them meet their emotional needs in a healthy way:
<b>4. Implementation</b>
4.1 Who needs to know about this plan: <i>Consider lunchtime supervisors, teaching staff, volunteers, contractors, governors. Who will share this information and when?</i>
4.2 Work to be undertaken with the young person and wider school population: <i>Include one-to-one work, e.g. emotional literacy, communication skills, empathy work, NSPCC Underwear Rule, Online Safety, PHSE.</i> <i>Note whether this is individual or wider school work.</i>
4.3 Referrals for external support: <i>Specialist services, e.g. CAMHS, NSPCC, Note any identified need, e.g. safeguarding, therapeutic support. Who will make the referral and timescales?</i>
<b>5 Measuring risk</b>
5.1 How will you measure whether the level of risk has changed: <i>This may include:</i> <ul style="list-style-type: none"> <li>• <i>change in the child's view regarding their behaviours</i></li> <li>• <i>reduction or increase of incidents of sexual behaviours</i></li> </ul>

- reduction or increase in other concerning behaviours*
- reduction or increase of prosocial behaviour/activities*

**5.2 Review date:**  
*The plan should be reviewed every three months or if there is a further event that impacts on risk.*

Signatures of attendees: