



**Bourne Education Trust**  
**The Mead Infant and Nursery School**  
**Sexual Violence and Harassment Between Children in School Policy**

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## **1. Introduction**

- 1.1 In December 2017 the Department for Education (DfE) released advice about sexual violence and sexual harassment between children in schools and colleges (<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-college>) to be read and referenced alongside the latest version of Keeping Children Safe in Education. The advice covers children of all ages from primary to secondary stage and into college and defines a child as anyone under the age of 18. This policy forms part of The Mead Infant and Nursery's School overarching approach to safeguarding and child protection and is our response to the DfE's advice.
- 1.2 In common with other school policies, we use the term 'pupil' to refer to any child enrolled in our school.
- 1.3 The policy seeks to:
- Define sexual violence and sexual harassment
  - Identify ways in which the risk of these behaviours occurring in school can be minimised
  - Set out what should happen if an incident occurs or is alleged to have occurred.
- 1.4 It is noted that there is a wide range of additional advice and guidance which may apply to any particular case. This includes, but not as an exhaustive list, guidance on exclusions from academies, sex and relationships education, working together to safeguard children, behaviour and discipline in schools, children missing education, the Equality Act 2010, preventing and tackling bullying, mental health and behaviour in schools, The Equality and Human Rights Commission's advice on avoiding discrimination, and UK Council for Child Internet Safety (UKCCIS) sexting advice.

## **2. Victims and alleged perpetrators**

- 2.1 We have adopted the term 'victim' in this policy to describe pupils who have been subjected to sexual violence and / or sexual harassment as it is a widely recognised and understood term. Not everyone who has been subjected to sexual violence and / or sexual harassment considers themselves to be a victim and we will be conscious of this when managing an incident. We will be prepared to use any term with which the individual child is most comfortable.
- 2.2 We have adopted the terms 'alleged perpetrator' and 'perpetrator' in this policy to describe pupils who are alleged or determined to have carried out any form of abuse. We will be careful about using this terminology, especially when speaking in front of children.

## **3. What is sexual violence?**

- 3.1 For the purposes of this policy when referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003 as described below.
- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the

vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

3.2 **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 to another e.g. to vaginal but not anal sex or penetration with conditions, such as 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 they agree by choice to that penetration and has the freedom and capacity to make that choice.

3.3 A pupil under the age of 13 can never consent to any sexual activity. The age of consent is 16. The law protects children from abuse or exploitation, so that under-16s who participate in mutually consenting sexual activity may not be prosecuted.

3.4 Sexual intercourse without consent is rape.

#### 4. What is sexual harassment?

4.1 For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we refer to sexual harassment, we do so 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.

4.2 Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting, *drawing inappropriate pictures of genitalia and making fun of others genitalia, laughing at someone going to the toilet*
- Physical behaviour, such as: deliberately brushing against someone; interfering with someone's clothes *such as lifting up a skirt, pulling down someone's trousers/shorts* and displaying pictures, photos or drawings of a sexual nature, *exposing themselves and encouraging others to, looking under the toilet doors*
- Online sexual harassment, either standalone or part of a wider pattern of sexual harassment and / or sexual violence, which might include:
  - non-consensual sharing of sexual images and videos and sharing sexual images and videos

- unwanted sexual comments and messages, including on social media
- exploitation, coercion and threats.

## **5. Our approach to preventing child-on-child sexual violence and sexual harassment**

5.1 The Mead Infant and Nursery School takes a whole school approach to safeguarding and child protection. It is a recurrent theme throughout policies, procedures and everyday school life.

5.2 We take seriously the role of education in preparing our pupils for life in modern Britain. We have a clear set of values and standards which are demonstrated throughout all aspects of school life. The curriculum tackles, at an age and development appropriate level, issues such as :

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment.

5.3 We teach pupils how to raise concerns or make a report and how any report will be handled. This includes processes when they have concerns for a friend or peer.

5.4 Pupils will be taught that we will not tolerate or dismiss sexual violence or sexual harassment as 'banter', 'part of growing up' or 'just having a laugh'. We will challenge behaviour such as grabbing bottoms, breasts and genitalia, flicking bras, lifting up skirts and pulling down trousers. We understand that all of the above can be driven by wider social factors beyond the school such as everyday sexist stereotypes and everyday sexist language, but these will not be viewed as an excuse for such behaviour.

5.5 We recognise that sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

5.6 Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This, in turn, would adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable.

5.7 Whilst acknowledging that any report of sexual violence or sexual harassment will be taken seriously, some pupils are more likely to be victims than others. In particular this applies to children with Special Educational Needs and Disabilities (SEND), and any reports

of abuse involving pupils with SEND will result in close liaison between the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead (DSL) and the Special Educational Needs and Disabilities Coordinator (SENCo).

5.8 Children who are lesbian, gay, bi or trans (LGBTQI+) or those perceived by their peers to be LGBTQI+ may also be disproportionately targeted by their peers. The DfE report that girls are more likely to be victims and boys more likely to be perpetrators.

## **6. Children's sexual behaviour**

6.1 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 may cause developmental damage. The term 'harmful sexual behaviour' is a useful umbrella term which is widely adopted in child protection and this behaviour should be considered in a child protection context. Harmful sexual behaviour can, in some cases, progress on a continuum. We recognise that addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in future. Children displaying harmful sexual behaviour may have experienced their own abuse or trauma and it is important that we offer them appropriate support.

6.2 On their website, NSPCC describe stages of healthy sexual behaviour ([Healthy sexual development of children and young people | NSPCC Learning](#)) – reproduced in **Appendix A**.

6.3 The **Brook Traffic Light Tool** uses a traffic light system to categorise the sexual behaviours of children and, once Brook training has been undertaken, it can be used to help professionals:

- Make decisions about safeguarding children
- Assess and respond appropriately to sexual behaviour in children
- Understand healthy sexual development and distinguish it from harmful behaviour.

## **7. Our response to reports of sexual violence and sexual harassment**

7.1 Sexual violence and sexual harassment at The Mead Infant and Nursery School is not acceptable, will never be tolerated, and is not viewed as being an inevitable part of growing up.

7.2 Reports of sexual violence and sexual harassment can be complex and require difficult professional decisions to be made, often quickly and under pressure. All decisions at The Mead Infant and Nursery School will be made on a case-by-case basis. The school's DSL (joined, where appropriate, by the Trust's DSL) takes the leading role in investigating and managing a report and will use their professional judgement, guided and supported by other agencies such as children's social care and the police as required.

- 7.3 We will do our utmost to ensure that victims are reassured that they are being taken seriously and that they will be supported and kept safe. We will do all we can to reassure them that they are not creating a problem by reporting sexual violence or sexual harassment; pupils should never be made to feel ashamed for making a report.
- 7.4 In some cases, the victim may not make a direct report or disclosure. For example, a friend may make a report, or an overheard conversation may suggest that a pupil has been harmed. As with all safeguarding concerns, staff will respond to any report in line with their training and the Safeguarding Policy. The DSL will need to consider why the victim has chosen not to make the report themselves, and the most appropriate way of involving the victim with the support of children's social care as needed.
- 7.5 Our response to sexual violence and sexual harassment is equally robust irrespective of whether the pupils are of the same, different or any gender.
- 7.6 Safeguarding principles apply when a disclosure is made:
- If possible, two members of staff should be present
  - If a DSL is not present at the disclosure, informing a DSL as soon as practically possible
  - Explaining that the matter cannot remain confidential as other staff and professional partners are likely to be involved in the investigation. The pupil's wish for the matter to remain confidential is important, but the DSL will have to balance the victim's wishes against their duty to protect the victim and other pupils. The decision to go against a victim's wishes will be handled extremely carefully, explained to the victim and, where appropriate, specialist support may be offered. Parents or carers should normally be informed unless this would put the victim at greater risk
  - Listening carefully to the pupil, being non-judgemental, being clear about boundaries and how the disclosure will be progressed, asking open rather than leading questions (where, when, what, who, etc.)
  - If taking notes during the conversation, maintain engagement as much as possible with the pupil during the discussion
  - Writing up the conversation thoroughly on CPOMS, recording as many of the pupil's own words as possible and only the facts as the pupil presents them avoiding personal opinion. It should be noted that notes of such a disclosure could become part of a statutory assessment and / or part of a criminal investigation
  - Where the report includes an online element, being aware of searching, screening and confiscation advice ([www.gov.uk/government/publications/searching-screening-and-confiscation](http://www.gov.uk/government/publications/searching-screening-and-confiscation)) and UKCCIS sexting advice where the key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides details on what to do when viewing an image is unavoidable. The Trust DSL must be involved where this is the case
  - Sharing the report only with those who need to know about it in order to progress it. We will endeavour to protect the anonymity of any pupils involved in any report of sexual violence or sexual harassment. Should an allegation progress through the

criminal justice system, we will follow the advice of the Crown Prosecution Service in regards to anonymity, witness support and the criminal process in general ([www.cps.gov.uk/legal-guidance/safeguarding-children-victims-and-witnesses](http://www.cps.gov.uk/legal-guidance/safeguarding-children-victims-and-witnesses)).

## **8. Actions following a report of sexual violence and / or sexual harassment**

8.1 Where there has been a report of sexual violence, the DSL will make an immediate **risk assessment** or consider the need for one on a case-by-case basis where there has been a report of sexual harassment. The risk assessment will consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All other pupils and, if appropriate, staff at the school, especially any actions that are appropriate to protect them.

8.2 A template risk assessment will be found in **Appendix B**.

8.3 Risk assessments will be documented, uploaded to CPOMS initially and after any change, and kept under review. At all times, we will actively consider the risk posed to all our pupils and ensure that we are putting adequate measures in place to protect them and keep them safe. The DSL will encourage their engagement with children's social care and specialist services as required.

8.4 Other agencies, such as social workers or sexual violence specialists, may also prepare risk assessments. The school's risk assessment is not intended to replace the detailed assessments of these expert professionals. As such, any professional assessments will inform our approach to supporting and protecting pupils and updating our own risk assessment.

8.5 We will carefully consider any report of sexual violence and / or sexual harassment when preparing a risk assessment. The DSL will advise on the school's initial response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. The victim will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support they will be offered
- The nature of the alleged incident(s) including whether a crime may have been committed and a consideration of harmful sexual behaviour
- The ages of the pupils involved
- The developmental stages of the pupils involved (which may differ from the chronological age of the pupils, especially where the pupil(s) has / have special educational needs or disabilities)
- Any power imbalance between the pupils. For example, whether the alleged perpetrator is significantly older, more mature or more confident or where the victim has a disability or learning difficulty
- Whether the alleged incident is a one-off or a sustained pattern of abuse

- Whether there are ongoing risks to the victim, other pupils or school staff
- Other related issues and wider context.

8.6 As always, staff will act in the best interest of the pupils. Immediate consideration will be given to supporting and protecting the victim, the alleged perpetrator and any other pupils involved or impacted. In line with DfE guidance, whilst we establish the facts of a case, **we will consider carefully how to prevent further distress to the victim** as, especially in the case of a report of sexual violence, close proximity to the alleged perpetrator is likely to be especially distressing. We will consider how to keep the victim and alleged perpetrator a reasonable distance apart on school premises and, if relevant, when travelling to and from school. This may include removing the alleged perpetrator from any classes they share with the victim. These actions are in the best interest of both pupils and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

8.7 The DSL **will consider whether any report of sexual violence or sexual harassment includes an online element**, whether or not this formed part of the original report. We recognise that sexual violence and sexual harassment may occur online, either in isolation or in connection to offline incidents. They may take place across a number of social media platforms and services and may move from platform to platform online. The impact may extend further than the school or local community (e.g. for images or content to be shared around neighbouring schools or more broadly) and it is possible that a victim (or alleged perpetrator) may become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online.

8.8 Options to manage the report:

8.8.1 Each report will be considered on a case-by-case basis. We will consider carefully when to inform the alleged perpetrator. Where a report is going to be made to children's social care or the police, we will, as a general rule, speak to the relevant agency and discuss next steps including when to inform the alleged perpetrator. All concerns, discussion, decisions and reasons for decisions will be recorded in CPOMS.

8.8.2 We will consider four scenarios when managing reports of sexual violence or sexual harassment:

1. Where a crime might have been committed (for instance, where a report of rape, assault by penetration or sexual assault is made), our starting principle is that this is **referred to the police**. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the police will still be informed. The police will take a welfare, rather than a criminal justice approach, in such cases. Police referrals are often a natural progression from the DSL making a referral to children's social care. However, a police referral may require a change of approach in regard to talking to the victim or potential witnesses, so there should be no delay. The school's DSL will



liaise with the Trust's DSL whenever there is the possibility that a crime has been committed.

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

3. An alleged perpetrator may be 'released under investigation' or on police bail whilst the police conduct their enquiries. We will, under these circumstances, work closely with children's social care and the police to support the victim, alleged perpetrator and other pupils involved, especially potential witnesses (see below – ongoing response).

4. If a case progresses through the criminal justice system, there may be delays. We will not wait for the start or outcome of a police investigation before protecting the victim, alleged perpetrator or other pupils.

8.8.3 Whilst protecting pupils and / or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police to ensure that our actions do not jeopardise the police investigation.

8.8.4 In some cases, it may become clear very quickly that the police will not take further action. We will continue, however, to engage with specialist support for the victim as required.

8.8.5 If a child has been harmed, is in immediate danger, or is at risk of harm, a **referral will be made to children's social care**. A social worker should respond to the referrer within one working day to explain what action they will be taking. We will usually inform parents that we are making a referral to children's social care; however, this too is on a case-by-case basis. It may be that we have assessed the situation and believe that a referral is needed without parental knowledge to safeguard the student(s) involved. Once a referral is processed, children's social care will consider the appropriate next steps. We will support in an early help assessment, child protection enquiry, strategy discussion and any child protection conference.

8.8.6 We will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other pupils and supporting the alleged perpetrator. The DSL will work closely with children's social care and any other agencies involved, to ensure any actions we take do not jeopardise a statutory investigation. However, consideration of safeguarding the victim, the alleged perpetrator and other pupils will be immediate.

8.8.7 In some cases, children's social care will review the evidence and decide that a statutory intervention is not appropriate. We will refer again if we believe the child

remains in immediate risk of harm. We will consider other support mechanisms such as early help, specialist support and pastoral support.

8.8.8 Where the DSL decides that the pupils involved do not require statutory investigations but may benefit from **early help**, they will instigate an inter-agency early help assessment in line with [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children). Early help means providing support as soon as a problem emerges at any point in a child's life. It may be useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

8.8.9 In some cases of sexual harassment, for example one-off incidents, we may take the view that the students concerned are not in need of early help or statutory intervention and that it would be appropriate to **manage the incident internally**, perhaps through utilising our Behaviour and Anti-bullying Policy and by providing pastoral support.

## 9. Actions at the end of a criminal process

9.1 If a child is convicted or receives a caution for a sexual offence, we will update our risk assessment, ensure relevant protection is in place for all pupils and consider any suitable action in light of our behaviour policy. This may include consideration of permanent exclusion; in all but exceptional circumstances, sexual violence 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.

9.2 If the perpetrator remains in school, we will be very clear as to our expectations regarding the perpetrator following conviction or caution. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate with regard to the perpetrator's timetable and movement around the school. Our risk assessment will continue to be revisited and revised where necessary. We will record and be able to justify our decision-making in relation to how we manage the victim and perpetrator in school.

9.3 Any conviction (even with legal anonymity reporting restrictions) may potentially generate interest among other pupils. We will do our utmost to ensure that the victim and perpetrator remain protected, especially from any bullying or harassment both offline and online. Where necessary we will invoke sanctions from our behaviour and anti-bullying policies.

9.4 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 alleged perpetrator for as long as is necessary. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded, that it did not happen, or that the victim lied. We will discuss any decisions with the victim in this light and continue to offer support to access their education. The alleged

perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

9.5 The above will be considered with the needs and wishes of the victim at the heart of the process, supported by parents and carers. Any arrangements will be kept under review.

## **10. Ongoing response – safeguarding and supporting the victim**

10.1 We will:

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The nature of sexual violence and sexual harassment tends to create a power imbalance between the victim and the alleged perpetrator / perpetrator
- Make certain the needs and wishes of the victim are paramount (along with protecting them) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that their school is a safe space for them
- Make certain that the victim is not made to feel they are the problem for making a report or made to feel ashamed for making a report
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape
- Look to provide a physical space for victims to withdraw and avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups
- Maintain arrangements to protect and support the victim for as long as is necessary, which may be for a long time. We will do our best to continue to support this need and will continue to work with children's social care and other agencies as required
- Aim to do all we can to reasonably protect the victim from bullying and harassment as a result of any report they have made in accordance with our anti-bullying policy
- Give all the necessary support for the victim to remain in school, but if the trauma results in the victim being unable to do this, consider alternative provision or a move to another school to enable them to continue to receive suitable education. This will only be at the request of the victim and / or their parents or carers (depending on their age). Should a school move take place, the DSL will ensure that the new school is made aware of any ongoing support needs, as well as transferring the child protection records.

10.2 We will continue to record decisions, concerns and actions on CPOMS.

## **11. Ongoing response – safeguarding and supporting the alleged perpetrator / perpetrator**

11.1 We will:

- Be careful about the terminology we use to describe the ‘alleged perpetrator’ or ‘perpetrator’
- Whilst safeguarding the victim and all other pupils, continue to provide the alleged perpetrator / perpetrator with an education and safeguarding support as appropriate. This may include implementing any disciplinary sanctions
- Be mindful that, a child abusing another child may be a sign that they have been abused themselves or a sign of wider issues that need addressing within the school. We will work with professionals as appropriate to understand why a student may have abused a peer. We will remember that, as a child, the alleged perpetrator / perpetrator is entitled to, deserving of, and should be provided with, a high level of support to help them understand and overcome the reasons for their behaviour, limiting the likelihood of them abusing again
- Consider the age and developmental stage of the alleged perpetrator / perpetrator and the nature of the allegations. They are likely to experience stress as a result of being the subject of allegations and / or negative reactions by their peers to the allegations against them
- Consider the proportionality of our response. Support and sanctions will be considered on a case-by-case basis. The alleged perpetrator / perpetrator may have unmet needs as well as potentially posing a risk of harm to other pupils. Harmful sexual behaviour may be a symptom of either their own abuse or exposure to abusive practices and / or materials. We will take advice from children’s social care, special sexual violence services and the police where appropriate
- Ensure that, where the alleged perpetrator / perpetrator moves to another school, the DSL makes the new school aware of any ongoing support needs and, where appropriate, potential risks to other pupils or staff as well as transferring the child protection records.

11.2 We will continue to record decisions, concerns and actions on CPOMS.

## **12. Discipline and the alleged perpetrator / perpetrator**

12.1 We will act in accordance with our behaviour policy and discipline pupils whose conduct falls below the standard which could be reasonably expected of them. We can take disciplinary action whilst other investigations by police and / or social care are ongoing – imposing a penalty once we have come to a conclusion, on the balance of probabilities, about what happened. The DSL will take a leading role in determining what disciplinary action is appropriate, making careful consideration of whether disciplinary action might prejudice an investigation and / or subsequent prosecution. For this reason, we will liaise with police and / or social care to help us make a determination. We will also consider whether it is unreasonable or irrational for us to reach our own view about what happened while an independent investigation is considering the same facts.

12.2 Taking disciplinary action and still providing appropriate support are not mutually exclusive. They can, and should, occur at the same time if necessary. On one hand there

is preventative, forward-looking action to safeguard the victim and / or the alleged perpetrator / perpetrator, especially where there are concerns that the alleged perpetrator / perpetrator may themselves have been the victim of abuse; on the other hand, there is disciplinary action to punish a perpetrator for their past conduct. We will be clear as to which category actions we are taking falls. All decisions will be recorded in CPOMS.

### **13. Working with parents and carers**

- 13.1 The Mead Infant and Nursery School will, in most instances, engage with both the victim's and the alleged perpetrator's / perpetrator's parents or carers when there has been a report of sexual violence. We may view this not to be necessary or proportional in the case of sexual harassment and will consider this on a case-by-case basis.
- 13.2 The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. We will carefully consider what information we provide to the respective parents or carers about the other pupil(s) involved and when we do so. In some cases, children's social care and / or the police will have a very clear view and we will work with relevant agencies to ensure a consistent approach is taken to information sharing.
- 13.3 We view it as good practice to meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.
- 13.4 We will also usually meet with the alleged perpetrator's / perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator / perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator / perpetrator will be discussed.
- 13.5 The DSL is likely to attend any meetings, along with the Trust DSL as appropriate. All discussions and decisions will be recorded on CPOMS. We may invite other agencies to be involved in meetings, depending on the circumstances.
- 13.6 We recognise that parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted / or has assaulted another child. Details of organisations that support parents are provided in **Appendix C** and we will signpost parents to this support.

### **14. Safeguarding other children**

- 14.1 We will consider carefully how to support any pupils who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic. We will signpost and involve agencies and support services available where need.

- 14.2 Following any report of sexual violence or sexual harassment, it is likely that some children will take 'sides'. We will do all we can to ensure both the victim and alleged perpetrator / perpetrator, and any witnesses, are not being bullied or harassed.
- 14.3 Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator / perpetrator and a very high likelihood that friends from either side could harass the victim or alleged perpetrator / perpetrator online. Any evidence we have of students using social media inappropriately will be sanctioned according to our behaviour and anti-bullying policies.
- 14.4 Through our whole school approach to safeguarding, we make it clear that sexual violence and sexual harassment is always unacceptable, and our strong preventative education programme helps create an environment in which all pupils are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made. This is under constant review, learning lessons from any and all incidents. Such incidents may point to environmental and / or systemic problems which we will address by updating relevant policies, processes or the curriculum.

## **Appendices**

A - Stages of healthy sexual behaviour from the NSPCC website

B – Sample risk assessments

C – Risk assessment template

D – Further information and support

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## **Appendix A – Stages of healthy sexual behaviour from the NSPCC website**

The following is from the NSPCC website ([Healthy sexual development of children and young people | NSPCC Learning](#)):

All children go through phases of sexual development. Just like every other part of growing up, some children mature sooner or later than others. For example, some children may have developmental delays whilst others may reach puberty early.

Below are some examples of age-appropriate healthy sexual behaviour.

### **From 0- to 4-years old**

At this stage, you might notice natural exploratory behaviour emerging for the first time like:

- enjoying being naked
- kissing and hugging people they know well, for example friends and family members
- touching or rubbing their own private parts as a comforting habit
- showing curiosity about or attempting to touch the private parts of other people
- being curious about the differences between boys and girls
- talking about private body parts and their functions, using words like 'willy', 'bum', 'poo' and 'wee'
- role playing about different relationships, for example marriage.

### **From 5- to 9-years-old**

As children get a little older they become more conscious of sex and their own sexuality. This can be displayed by:

- becoming more aware of the need for privacy
- asking questions about sex and relationships, such as what sex is, where babies come from and same-sex relationships
- kissing, hugging and holding hands with a boyfriend or girlfriend
- using swear words or slang to talk about sex after hearing other people use them.

### **From 9- to 13-years-old**

During these ages, children begin to get more curious about sex. Examples of healthy sexual behaviour during this stage are:

- having a boyfriend or girlfriend (of the same or different gender)
- using sexual language as swear words or slang
- wanting more privacy
- looking for information about sex online (this might lead to accidentally finding sexual pictures or videos)
- masturbating in private.

**From 13- to 17-years-old**

During adolescence, sexual behaviour becomes more private with young people and they begin to explore their sexual identity. They might be:

- forming longer-lasting sexual and non-sexual relationships with peers
- using sexual language and talking about sex with friends
- sharing obscenities and jokes that are within the cultural norm
- experimenting sexually with the same age group
- looking for sexual pictures or videos online.

The age of consent to engage in sexual activity in the UK is 16 years old. However, the law is there to protect children and young people from abuse or exploitation, rather than to prosecute under-16s who participate in mutually consenting sexual activity.

Schools, colleges and other education settings play an important role in teaching children and young people about healthy relationships.





## Risk Assessment for <Child Name>

<b>Name of Young Person:</b>		<b>Date of Birth</b>	
<b>Year Group:</b>			
<b>Name of Parent/Carer</b>		<b>Contact Number</b>	
<b>Name of Person completing risk assessment</b>		<b>Date risk assessment completed</b>	
<b>Date Risk Assessment to be reviewed</b>	Once outcome of section 47 enquiry complete		
	This is a multi-agency risk assessment and the following people have been consulted <ul style="list-style-type: none"> <li>List all school staff and outside agencies</li> </ul>		

<b>A. Reason for risk assessment:</b>
Ensure the history is written and clear reason for risk assessment

B. What are the hazards?	Who might be harmed?	Risk	Risk Factor(s) & Protective Factor (s)	Control & Support Measures (and who responsible)	Parent/Carer comments and discussion with School
1.					
2.					
3.					
4.					

C. Interventions and Supportive Factors Identified	Start Date of Intervention

D. Staff Training Needs Identified	
Training Required	Date training delivered

### **Additional Recommendations**

School staff have access to and aware of latest research and publications in order to protect and safeguard children:

1. Contextual Safeguarding Network <https://contextualsafeguarding.org.uk/>
2. Brook Traffic Light Tool [https://legacy.brook.org.uk/brook\\_tools/traffic/index.html?syn\\_partner=](https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=)
3. CEOP *Think u Know* Resources <https://www.thinkuknow.co.uk/>
4. UKCCIS guidance <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
5. NSPCC guidance <https://www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-children/>
6. NCA Sexting in Schools, DfE Sexual Violence and Harassment & DfE Teaching Online Safety in Schools publications



### Record of incidents

Date	Details of Incident
Comments:	
Risk Assessment Updated: Yes/No (provide details of update)	
Date	Details of Incident
Comments:	
Risk Assessment Updated: Yes/No (provide details of update)	
Date	Details of Incident
Comments:	
Risk Assessment Updated: Yes/No (provide details of update)	
Date	Details of Incident
Comments:	

#### References to support the writing of risk assessment

1. Anti-bullying policy (School)
2. Attendance policy (School)
3. Behaviour policy (School)
4. Keeping Children Safe in Education (DfE)
5. Safeguarding and Child Protection policy (School)
6. Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (BET policy)
7. Staying Safe in School During Covid-19 (Bourne Education Trust)
8. Working Together to Safeguard Children (DfE)



## Appendix C – Further information and support

Organisation/Website/Guidance and what they do	
<b>Specialist Organisations</b>	
<a href="#">Barnardo's</a>	UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
<a href="#">Lucy Faithfull Foundation</a>	UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
<a href="#">NSPCC</a>	Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
<a href="#">Rape Crisis</a>	National charity and the umbrella body for their network of independent member Rape Crisis Centres.
<a href="#">UK Safer Internet Centre</a>	Provides advice and support to children, young people, parents, carers and schools about staying safe online.
<b>Support for Victims</b>	
<a href="#">Anti-Bullying Alliance</a>	Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
<a href="#">Rape Crisis</a>	Provide and signposts to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

<a href="#">The Survivors Trust</a>	UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
<a href="#">Victim Support</a>	Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
<a href="#">Brook</a>	Traffic Light Tool supports professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours.
<b>Toolkits</b>	
<a href="#">NSPCC</a>	Online self-assessment tool to ensure organisations are doing everything they can to safeguard children.
<a href="#">Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire</a>	Peer-on-peer abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.
<b>Confidentiality</b>	
<a href="#">Gillick competency Fraser guidelines</a>	Guidelines to help with balancing children's rights along with safeguarding responsibilities.
<a href="#">NSPCC: Things to know and consider</a>	Information sharing and confidentiality for practitioners - things to know and issues to consider.
<b>Information Sharing</b>	
<a href="#">Information Commissioner's Office: Education</a>	Information to help schools and colleges comply with General Data Protection Regulation (GDPR).
<a href="#">Government information sharing advice</a>	Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.
<b>Information on sexting</b>	

<a href="#">UKCCIS: Advice for schools and colleges responding to sexting incidents</a>	Advice for schools and colleges on responding to incidents of 'sexting.' Supporting them in tackling the range of issues which these incidents present.
<a href="#">London Grid for Learning collection of advice</a>	Various information and resources dealing with sexting.
<b>Support for parents</b>	
<a href="#">Parentzone</a>	Provides expert information and resources to help make the internet work for families.
<a href="#">Childnet: Advice for parents and carers to keep children safe online</a>	Advice and resources to help parents and carers keep children safe online.
<a href="#">Parentsafe - London Grid for Learning</a>	Detailed advice/resources covering various issues such as online safety, apps, and how to report concerns.
CEOP <a href="#">Thinkuknow</a> advice for parents: <a href="#">Challenging harmful sexual attitudes and their impact</a> <a href="#">Supporting positive sexual behaviour</a>	Advice/resources on how to approach and deal with concerns about what children may be doing online.
	On the Thinkuknow site, this resource helps challenge harmful sexual attitudes.
	On the Thinkuknow site, advice on how to start a conversation to support positive sexual behaviour.