



Child-on-Child Abuse Policy

September 2025

Including sexual violence and sexual harassment between children

Policy review Date	September 2025
Date of next Review	September 2026
Who reviewed this policy?	Lindsay Wood
Date approved by Governing body	September 2025
Name of Designated Safeguarding Lead	Lindsay Wood
Names of Deputy Designated Safeguarding Leads	Nicola Peck Karen Sage Emma Bartle

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.

1. Context and definition
2. Responsibility
3. Purpose of the policy
4. Framework and legislation
5. Abuse and harmful behaviour
6. Types of abuse
 - 6.1. Physical abuse
 - 6.2. Sexual violence and sexual harassment
 - 6.3. Bullying
 - 6.4. Online bullying
 - 6.5. Sharing of nudes and semi-nudes (Formally Sexting)
 - 6.6. Initiation / hazing
 - 6.7. Prejudiced behaviour
 - 6.8. Teenage relationship abuse
7. Expected staff action
8. Recognising peer abuse
9. Points to consider
10. Next steps
11. Preventative strategies
12. Where to go to for further information

Annex A

Annex B

Annex C

1. Context and Definition

At Chawson First School we maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best interests** of the child.

'Child-on-child abuse': the DfE states that: "All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online." Child-on child abuse is the term chosen by the DfE and, by definition, it applies to abuse by one child of another child – regardless of the age, of stage of development, or any age differential between them.

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

It is essential that **all staff**:

- understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example, dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 25)
- recognise, acknowledge, and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviour risks normalising them.

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally to hurt another child/ children.

All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues relating to child-on-child abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sharing of nude or semi-nude images without consent (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g., on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but

emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and Deputies, have to make their own judgements about each specific case and should use this policy guidance to help.

2. Responsibility

All staff are aware of systems within our school which support safeguarding, and these should be explained to them as part of staff induction. This should include the: Safeguarding Child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)

Child-on-Child abuse is referenced in the Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with child on child abuse necessitates separate policy guidance.

At Chawson First School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being. School leaders ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Children have opportunity to express their views and give feedback.

3. Purpose of Policy

The purpose of this policy is to explore some forms of child-on-child abuse. The policy also includes a planned and supportive response to the issues.

At Chawson First School we have the following policies in place that should be read in conjunction with this policy:

- 3.1 Anti-Bullying including Online Bullying Policy
- 3.2 Safeguarding and Child Protection Policy
- 3.3 Managing Allegations / Whistleblowing Policy
- 3.4 Behaviour Policy
- 3.5 Health & Safety Policy
- 3.6 Online Safety Policy

4. Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document is [Working together to safeguard children 2023.pdf](#), highlighting that every assessment of a child, '*must be informed by the views of the child*'. This is echoed by [Keeping children safe in education 2025](#), through ensuring procedures are in place in schools and settings to hear the voice of the child.

5 Abuse and harmful behaviour

It is necessary to consider

- what abuse is and what it looks like
- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individual
- what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required.

- Children are vulnerable to abuse from other children. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

- Children can abuse other children. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sharing of nude or semi-nude images and initiation/hazing type violence and rituals.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

6. Types of abuse

There are many forms of abuse that may occur between children and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

6.1 Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

6.2 Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead.

The DSL will follow the KCSIE Part 5 Guidance: Child-on-child Sexual violence and sexual harassment with consideration of;

- Managing internally
- Early Help
- Referrals to LA social care
- Reporting to the police

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.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- Upskirting: where someone takes a picture under a person’s clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

6.3 Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

6.4 Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms

- Online bullying can take many forms
- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone’s online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

6.5 Sexting/ Sharing nude or semi-nude indecent imagery consensually or non-consensually.

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically consensually or non-consensually. They are often 'shared' via social networking sites and instant messaging services.

Upskirting: typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. This must always be referred immediately to the Designated Safeguarding Lead

The DSL will follow the 2020 guidance from the Department for Digital, Culture, Media and Sport and the UK Council for Internet Safety.

[UKCIS sharing nudes and semi nudes advice for education settings](#)

6.6 Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

6.7 Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

6.8 Teenage relationship abuse

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

7. Expected staff action

Staff should consider the seriousness of each case and make a quick decision as to what action to take at that immediate time and then inform the Designated Safeguarding Lead immediately before taking any further in-school actions.

8. Recognising child-on-child abuse

An assessment of an incident between children should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident

- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery?
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of child-on-child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

8.1 Taking Action

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator considering feelings and wishes and voice
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

8.2 Recording sexualised behaviour

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Follow the prompts on your safeguarding and child protection recording form
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

8.3 Gather the Facts

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

8.4 Consider the Intent

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

8.5 Deciding the next course of action

If staff believe any young person to be at risk of significant harm they must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.

If MASH and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

8.6 Informing parents/carers

The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

9. Points to consider

9.1 What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked.

9.2 Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?

9.3 What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

9.4 What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person understand the impact of their behaviour on the other person?

9.5 Repetition

Has the behaviour been repeated to an individual on more than one occasion? Has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

10. Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

10.1 For the young person who has been harmed

The level of support required depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor or trusted adult. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, relationship abuse etc. which may be delivered through the school's PHSE and RSE curriculum. It may be that through the continued curriculum of Relationship and Sex Education (from 2020), PSHE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

10.2 For the young person who has displayed harmful behaviour

It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education elsewhere.

It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

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

10.3 After care

It is important that, following the incident, the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

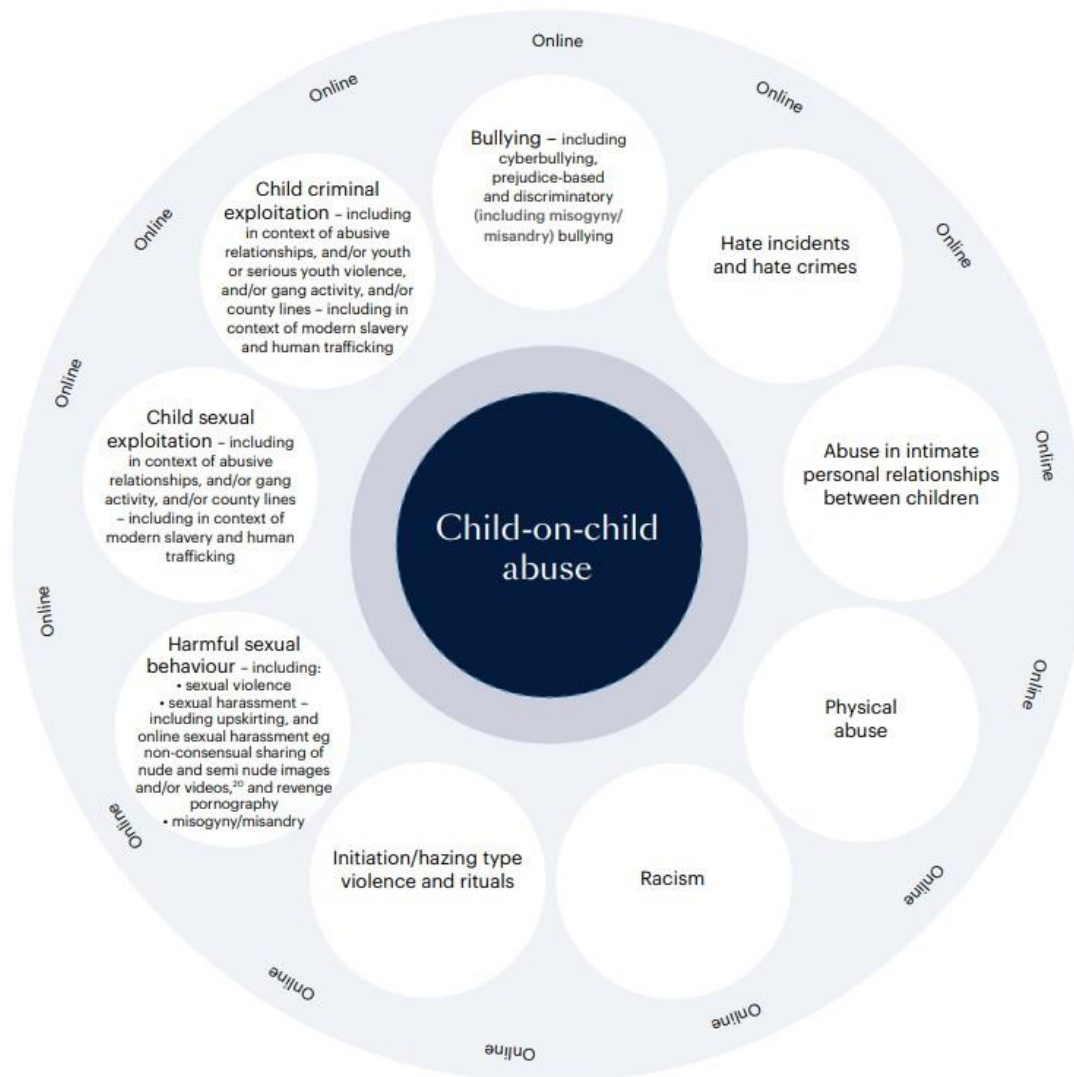
11. Preventative Strategies

Child-on-child abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent child on child abuse.

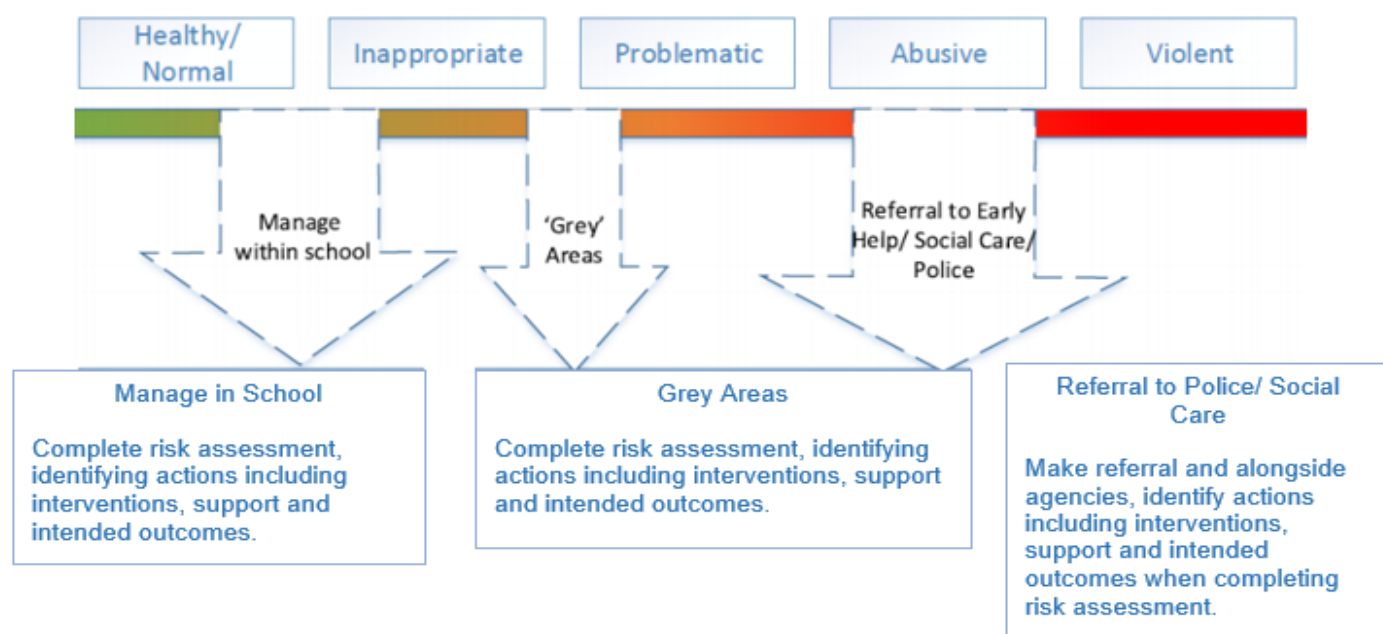
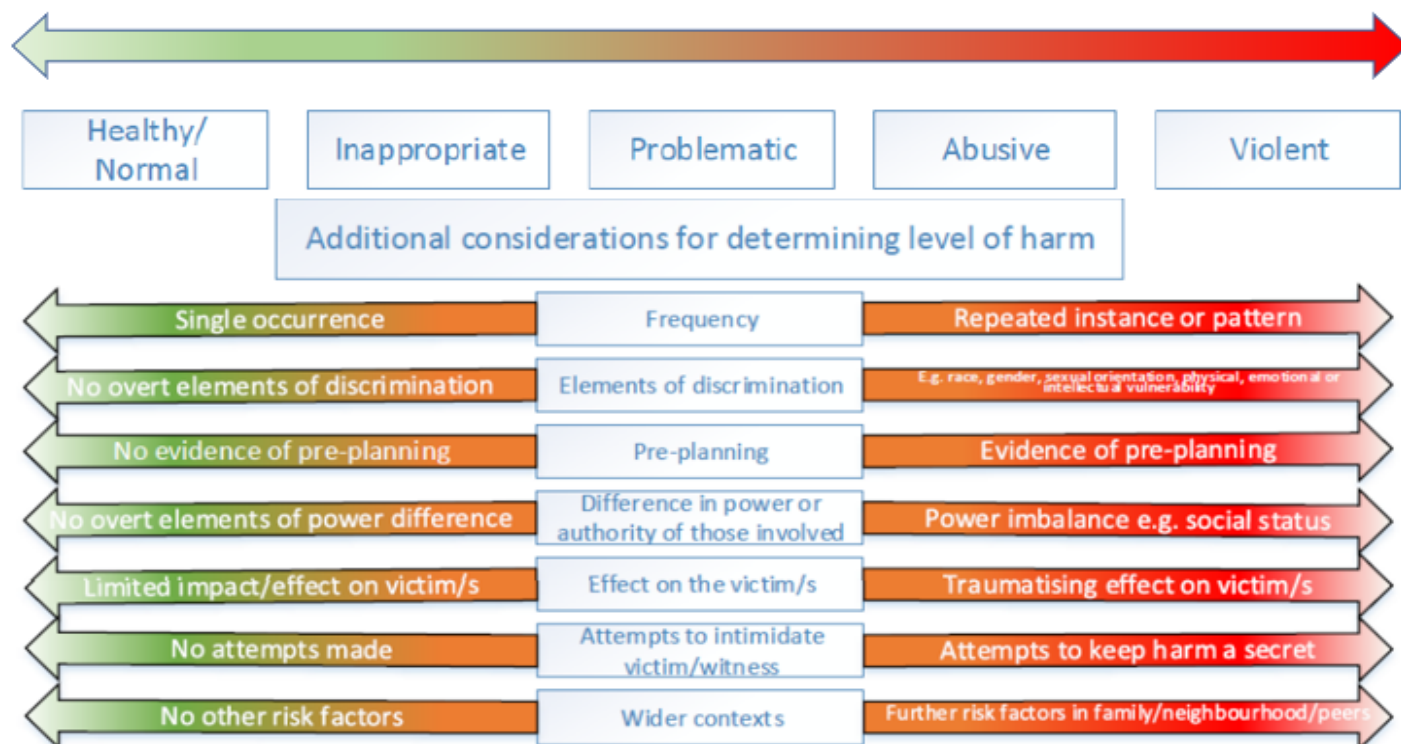
Chawson First School has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/RSE curriculum which tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. The school makes sure that support is given to children and that they are encouraged to report any incidents either directly or indirectly, verbally or in writing or logged directly on CPOMs.

Staff will not dismiss issues as ‘banter’ or ‘growing up’ or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking any action.

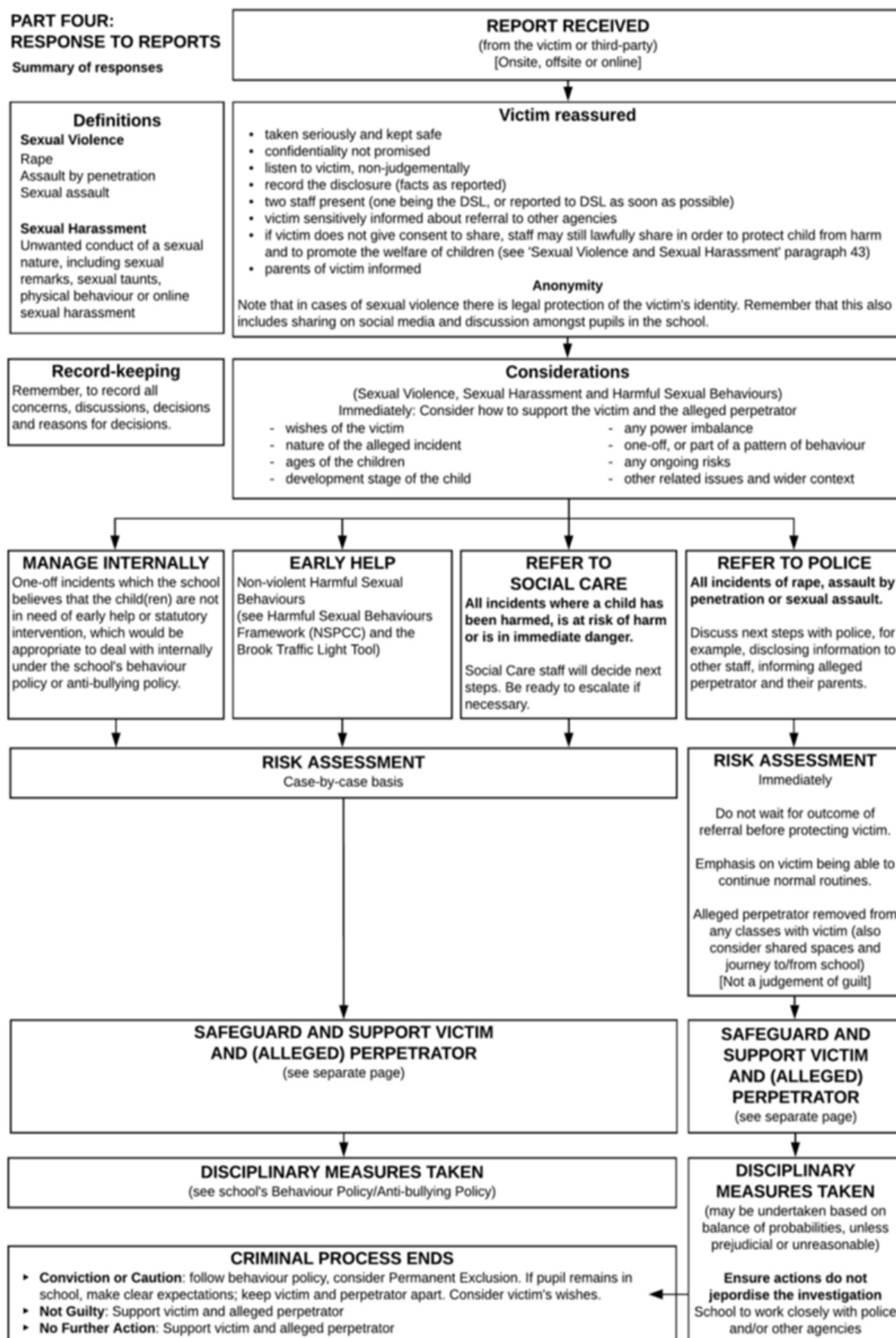
Young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop ‘rules of acceptable behaviour’. We involve pupils in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.



Normal • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making	Inappropriate • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal	Problematic • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity	Abusive • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence	Violent • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism
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**PART FOUR:
RESPONSE TO REPORTS**
Summary of responses



12.

12 Where to go for further information

- 12.1 DfE: Statutory guidance: Working together to safeguard children, 2023
https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf
- 12.2 DfE: Statutory guidance: Keeping children safe in education, 2025
https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf
- 12.3 DfE: Searching, screening and confiscation at school, July 2022
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- 12.4 DfE: Preventing and Tackling Bullying, July 2017
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- 12.5 DfE: Statutory guidance School suspension and permanent exclusion, August 2024
<https://www.gov.uk/government/publications/school-exclusion>
- 12.6 DfE: Teaching Online Safety in Schools, updated Jan 2023
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- 12.7 DfE: Relationship Education and Relationship and Sex Education, July 2020
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> **N.B updated Doc to commence Sept 2026**
- 12.8 DfE: Behaviour in schools, February 2024
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- 12.9 DfE: Mental health and behaviour in schools, November 2018
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- 12.10 DfE: Children Missing Education, August 2024
<https://www.gov.uk/government/publications/children-missing-education>
- 12.11 UKCIS: Sharing of nudes and semi-nudes guidance for schools, 2020
[UKCIS sharing nudes and semi nudes advice for education settings](#)
- 12.12 UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017
<https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools>
- 12.13 UKCIS: Education for a connected world, June 2020
<https://www.gov.uk/government/publications/education-for-a-connected-world>
- 12.14 Gov.uk: Equality Act 2010: advice for schools
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- 12.15 National Crime Agency's centre for keeping safe from online sexual abuse.
<https://www.ceop.police.uk/safety-centre/>
- 12.16 NSPCC <https://www.nspcc.org.uk/>
- 12.17 The anti bullying alliance <https://anti-bullyingalliance.org.uk/>

ANNEX A



Chawson First School Behaviour log

Today's Date: Date of incident: Time of incident:.....

Member of staff making this log:

Details of Child

Full Name:

Class/Yr group:

Incident Details:

Signed:

Action taken:

Signed:

SLT please tick box if the incident was related to:

Bullying ☐

Racism ☐

Child-on-child ☐

Sexual Harassment ☐

ANNEX B

Risk Assessment of Child-on-Child Abuse/ Harmful Sexual Behaviour (Saved as separate document)

Basic information		
Date of incident		
Referrer Name and role		
Referrer Contact details (email address and phone number)		
Name of victim(s)		
Name of child/ren alleged to have caused harm		
Did incident occur on school premises? If not where did the incident occur?		

AREA OF RISK	CONSIDERATIONS	RISK (CONSIDER VICTIM/ CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF)		RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK AND INTENDED OUTCOMES
Details of incident	- What is the incident? - Who was involved? - Where did it happen?				
	Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc. As such has this been referred to the police?				
	Is it necessary to limit contact between the children involved? Refer to KCSIE				
	Are there any related issues, including links to child sexual exploitation and child criminal exploitation?				

	• How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident?				
Physical risks	• Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				
	• Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
	• Do you have reason to believe there is a continued risk to the safety and wellbeing of the children involved, or other pupils and staff?				
Social risks	• Do they share classes?				
	• Do they share break times?				
	• Do they share peer/friendship groups?				
	• Do other people know about the incident? Do those people understand: ○ Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing ○ The importance of confidentiality ○ If, and how, they may need to be involved in any further investigations				
	• Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)?				
Environmental risks	• Is there a risk of harm or alienation from social media and gossip?				
	• Do they share transport to/from school?				
	• Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? Local area, clubs?				
	• How can such contact be limited?				
	• Are parents clear about: ○ How the school (and partner agencies) are handling the incident?				

	○ Confidentiality? • The conduct expected of them while an investigation is ongoing?				
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Further actions taken: Please complete for each child involved.

Action	YES/NO	Reasoning	Date
Police informed			
Referral to MASH			
Referral to external support services			
Referral to internal support services			
Referral to CAMHS			
Referral to early help			
Other			

Action	YES/NO	Reasoning	Date
Police informed			
Referral to MASH			
Referral to external support services			
Referral to internal support services			
Referral to CAMHS			
Referral to early help			
Other			

DATE	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY

ANNEX C

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.

What is a green behaviour? 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 What can you do? Green behaviours provide opportunities to give positive feedback and additional information. Green behaviours holding or playing with own genitals • attempting to touch or curiosity about other children's genitals • attempting to touch or curiosity about breasts, bottoms or genitals of adults • games e.g. mummies and dad-dios, • doctors and nurses • enjoying nakedness • interest in body parts and what they do • curiosity about the differences between boys and girls	What is an amber behaviour? 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. What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action. Amber behaviours • preoccupation with adult sexual behaviour • pulling other children's pants down/skirts up/trousers down against their will • talking about sex using adult slang • preoccupation with touching the genitals of other people • following others into toilets or changing rooms to look at them or touch them • talking about sexual activities seen on TV/online	What is a red behaviour? 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 What can you do? Red behaviours indicate a need for immediate intervention and action. Red behaviours • persistently touching the genitals of other children • persistent attempts to touch the genitals of adults • simulation of sexual activity in play • sexual behaviour between young children involving penetration with objects • forcing other children to engage in sexual play
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Behaviour age 5 to 9

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

What is a green behaviour? Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices What can you do? Green behaviours provide opportunities to give positive feedback and additional information. Green behaviours 5-9 • feeling and touching own genitals • curiosity about other children's genitals • curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships • sense of privacy about bodies • telling stories or asking questions using swear and slang words for parts of the body	What is an amber behaviour? 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. What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action. Amber behaviours 5-9 • questions about sexual activity which persist or are repeated frequently, despite an answer having been given • sexual bullying face to face or through texts or online messaging • engaging in mutual masturbation • persistent sexual images and ideas in talk, play and art • use of adult slang language to discuss sex	What is a red behaviour? 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 What can you do? Red behaviours indicate a need for immediate intervention and action. Red behaviours 5-9 • frequent masturbation in front of others • sexual behaviour engaging significantly younger or less able children • forcing other children to take part in sexual activities • simulation of oral or penetrative sex • sourcing pornographic material online
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