CHILD ON CHILD ABUSE POLICY

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Document Record

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1. INTRODUCTION

1.1   Keeping Children Safe in Education, 2023 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of Child on Child abuse and sets out how allegations of Child on Child abuse will be investigated and dealt with' .. While it is recommended that Child on Child abuse is an integral part of the School Safeguarding Protection Policy, due to the sensitive nature and specific issues involved with Child-on-Child abuse we have completed this separate policy.

1.2   At All Saints Catholic College we are committed to ensure that any form of Child on Child abuse or harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and well-being.

1.3   **This policy should be read in conjunction with:**

1.3.1   Keeping Children Safe in Education. Statutory Guidance for schools and colleges All staff in a school should be familiar with the relevant sections that deal with Child on Child Sexual Violence and Harassment.

1.3.2   Sexual Violence and Sexual Harassment between Children in Schools and Colleges. DfE, latest guidance for Head Teacher, Principals, Senior Leadership teams and designated safeguarding leads.

1.3.3   The non-statutory UKCCIS guidance: 'Sexting in schools and colleges: responding to incidents and safeguarding young people' and KSCB guidance: "Responding to youth produced sexual imagery"

1.3.4   The non-statutory guidance: Sharing nudes and semi- nudes Advice for Education Settings, Working with Young People

1.3.5   Teaching Online Safety in Schools, DfE 2019

1.3.6   The Voyeurism Act, 2019 (Section Up skirting)

1.3.7   We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of Child on Child abuse allegations in our school and beyond.

1.4   Some of these behaviours we will refer to other policies in school:
- The Safeguarding and Child Protection Policy
- The Behaviour Policy.
- We recognise that Child on Child abuse can manifest itself in many ways such as:
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include and online element which facilitates, threatens and/or encourages sexual violence);

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi-nude mages and or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

1.5   In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

1.6   Criminal exploitations of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity.

2.   Vulnerable Groups

2.1   We recognise that all children are at risk but that some groups are more vulnerable than others and includes:
- A child with additional needs and disabilities;
- A child living with domestic abuse;
- A child who is at risk of/suffering significant harm;
- A child who is at risk of/or is been exploited or at risk of exploited (CRE, CSE)
- A looked after child;
- A child who goes missing or is missing education;
- Children who identifies as or are perceived as LGBTQI+ and/or any of the protective characteristics;

2.2   Research tells us that girls are more frequently identified as been abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They often are exploited into gangs and are victims of sexual violence when in gangs.

2.3   However, we are aware as a school that these are behaviours not just confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as anti- social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence as a result of gang culture.

3.   Definition

3.1   There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

3.3   If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:
- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person.

3.3   If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

3.4   All Saints Catholic College's behaviour policy expands further on identifying, responding to and reporting this type of behaviour by pupils. We will take a robust approach and educate all our staff to help prevent and tackle this.

4.   Categories

4.1   Bullying and Cyberbullying

4.1.1Bullying is intentional behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

4.1.2   Child on Child abuse, can happen online and through social media. This school will respond to this form of abuse, cyber bullying and related behaviour.

4.1.3   Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phones. A person can be bullied online and offline at the same time.

4.1.4   Types of cyberbullying can include: sending threatening or abusive texts, creating and sharing embarrassing images or videos, trolling – the sending of menacing or upsetting messages via social media, chat rooms or online games, shaming someone online, excluding children from online games, activities or friendship groups, setting up hate sites or groups about a particular child, encouraging young people to self-harm, creating fake accounts, hijacking or stealing someone's identities to embarrass the young person or cause trouble using their name.

4.2   Physical Abuse

4.2.1   Physical abuse is when someone hurts or harms a child or young person on purpose. It includes: hitting with hands or objects, slapping and punching, kicking, shaking, throwing, poisoning, burning and scalding, biting and scratching, breaking bones, drowning.

4.2.2   It's important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.

4.3   Sexual Abuse

4.3.1   When a child or young person is sexually abused, they're forced or tricked into sexual activities. They might not understand that what's happening is abuse or that it's wrong. And they might be afraid to tell someone. Sexual abuse can happen anywhere – and it can happen in person or online.

4.3.2   It's never a child's fault they were sexually abused – it's important to make sure children know this.

4.3.3   There are two types of sexual abuse – contact and non-contact abuse. And sexual abuse can happen in person or online.

4.3.4   Contact abuse is where an abuser makes physical contact with a child. This includes: sexual touching of any part of a child's body, whether they're clothed or not, using a body part or object to rape or penetrate a child, forcing a child to take part in sexual activities, making a child undress or touch someone else.

4.3.5   Contact abuse can include touching, kissing and oral sex – sexual abuse isn't just penetrative.

4.3.6   Non-contact abuse is where a child is abused without being touched by the abuser. This can be in person or online and includes: exposing or flashing, showing pornography, exposing a child to sexual acts, making them masturbate, forcing a child to make, view or share child abuse images or videos, making, viewing or distributing child abuse images or videos, forcing a child to take part in sexual activities or conversations online or through a smartphone.

4.4   Verbal Abuse

4.4.1   Verbal abuse is a type of emotional abuse. It is when someone uses their words to assault, dominate, ridicule, manipulate, and/or degrade another person and negatively impact that person's psychological health. Verbal abuse is a means of controlling and maintaining power over another person.

4.5   Gender bullying

4.5.1   Gender bullying occurs when people are bullied due to their gender identity, their perceived gender identity or because they do not conform to culturally conventional gender roles.

4.6   Homophobic bullying

4.6.1   Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.

4.7   Transphobic bullying

4.7.1   This can include things like deliberately refusing to call them by their new name or pronouns, or asking personal, sexual questions.

4.8   Racist bullying

4.8.1   Racial bullying is a type of racism where someone's bullying focuses on your race, ethnicity or culture. Racism and racial bullying are wrong and you can get help to make it stop.

4.8.2   Racism and racist bullying can include: being called racist names or being sent insulting messages or threats, having your belongings damaged or having to see racist graffiti, personal attacks, including violence or assault being left out, treated differently or excluded, people making assumptions about you because of your colour, race or culture, being made to feel like you have to change how you look, racist jokes, including jokes about your colour, nationality race or culture.

4.9   Sexual Harassment

4.9.1   Sexual harassment is unwanted behaviour of a sexual nature which, whether intended or not: violates your dignity, creates an offensive environment, you don't have to have previously objected to the behaviour for it to be unwanted.

4.10   Religious belief

4.10.1   Faith and religious bullying is when a child hurts another child on purpose because of their faith or religion. This could be by classmates, friends or relatives.

4.10.2   This may include being bullying for: religion, religious practices - like not eating meat or drinking alcohol, this includes being pressured into doing things that people know are against your religion, clothes or symbols - if you wear a headscarf, cross or kara or your name.

5.   Allegations of abuse made against other pupils: Child on Child Abuse

5.1   PREVENTION

5.1.1   As a school we understand that even where there are no reported cases of Child on Child abuse, such abuse may still be raking place and adopt an ' it could happen here' approach.

5.1.2   As a school we will minimise the risk of allegations against other students by:

- Providing a developmentally appropriate Co-curriculum syllabus which develops students understanding of acceptable behaviour and keeping themselves safe as well as the rights of the child. We incorporate important topics such as healthy relationships, people who help us, British values and our own school value or Citizenship into our curriculum time in an age appropriate way for the year groups in school. Also from September 2020 we have included Relationships Education, Relationships and Sex Education (RSE) and Health Education, in the school timetable, in line with DfE guidance and the national curriculum.
- In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.
- Students are taught to understand the issue and meaning of consent as delivered in the RSHE curriculum.
- Students will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour.
- Having a robust e–safety programme which develops students' knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking
- Having robust monitoring and filtering systems in place to ensure students are safe and act appropriately when using information technology in school
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those students identified as being at risk
- Developing robust risk assessments and providing targeted work for students identified as being a potential risk to other students
- Through training we ensure that all staff recognise that children are capable of abusing their peers. The senior leadership team and governing body are responsible for ensuring that procedures exist to minimise the risk of Child on Child abuse and consider how allegations of Child on Child abuse will be investigated and dealt with. There is a clear procedure on how victims of Child on Child abuse will be supported.

- All staff are aware of Child on Child abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating /instigating violence and rituals. These issues will be addressed through our school/college curriculum and assemblies throughout the year.
- All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advise for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. Staff members who are concerned that a child might have been / being abused by another child should follow safeguarding and child protection procedures and report to the DSL.
- Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentially. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance added to KCSIE 2022 and within the Manchester Safeguarding Partnership website.

6.   Procedure for Dealing with Allegations of Child on Child Abuse

6.1   When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. Most cases of pupils hurting other pupils will be dealt with under our school's behaviour and anti-bullying policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

6.2   It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found. The allegation:
- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

6.3   Staff members who are concerned that a child might have been / being abused by another child should follow safeguarding and child protection procedures and report to the Designated safeguarding Lead (DSL)

6.4   Action

- A factual record should be made of the allegation using CPOMS, but no attempt at this stage should be made to investigate the circumstances.
- From the outset the victim and any other child disclosing Child on Child abuse will be supported by the school, ensuring that their wishes and feelings are taken into account and appropriate 'after care' provided.
- A discussion between the DSL and Pastoral Team may deem the incident to be either Bullying or a dispute/serious incident. In such cases the School Level Behaviour policy will be applied. When the situation is managed internally the school will ensure that all involved know that behaviours such as sexual violence or harassment will be not accepted or tolerated. If the situation is managed internally all discussions and decisions will be recorded on CPOMS.

6.5   There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

6.5.1   Manage internally
6.5.2   In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view 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 their behaviour policy and by providing

pastoral support.

6.5.3   Whatever the school's or college's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
 All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS.

6.6   Early help

6.6.1   In line with 5.5.1 above, the school or college 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.

6.6.2   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. Full details of the early help process are in Chapter one of Working Together to Safeguard Children.

6.6.3   Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers. Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

6.6.4   All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS

6.7   Referrals to children's social care

6.7.1   Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.

6.7.2   At the referral to children's social care stage, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

6.7.3   If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

6.7.4   Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should 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.

6.7.5   Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the college takes do not jeopardise a statutory investigation.

6.7.6   In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

6.7.7   Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

6.7.8   All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS.

6.8 Reporting to the Police

6.8.1   Any report to the police will generally be in parallel with a referral to children's social care (as above).

6.8.2   It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.

6.8.3   Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should 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.

6.8.4   At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

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

6.8.6   All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements. In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.

6.8.7   Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS.

6.8.8   In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. Children's services and the police should be involved in the safety planning where applicable. An important consideration will be to ensure that the victim can continue their normal routine, including continuing to receive a suitable education.

6.8.9   The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

7.   Students on Bail or released under investigation following arrest:

7.1   The school acknowledges that the circumstances where a student has been arrested and is released on bail will differ and therefore there follows a general set of procedures with the acknowledgement that these will need to be bespoke for each individual circumstance.

    1) Headteacher informed of student on bail by relevant agency and any relevant bail conditions pertaining to school and/or which would impact on the safeguarding of other students or staff
    2) Deputy Headteacher and Designated Safeguarding Lead informed. Decision to be taken whether a further key worker to be assigned.
    3) Risk Assessment generated, taking into account the safeguarding of the student concerned plus other students and staff.
    4) Risk Assessment signed off by Headteacher or Deputy Headteacher
    5) Daily welfare check undertaken with student by keyworker
    6) Multi-agency meeting to be arranged where protocols regarding attendance, absence, behaviour, liaison with parents are to be established.

7) Risk Assessment to be reviewed regularly as circumstances both internally and externally may change

8) Staff informed only on a need to know basis.

7.2   From April 2017, the use of police bail has been dramatically reduced and will only be used when deemed necessary and proportionate in exceptional circumstances, thus students may also be released in the absence of bail conditions or 'released under investigation'. Consideration will be given to less invasive options to safeguard victims and witnesses and the administration of justice. Therefore, it is less likely that a child attending school will be on police bail with conditions attached if there are alternative measures to mitigate any risk.

- In the absence of bail conditions, when there is a criminal investigation, early engagement and joined up working between the school or college, children's social care and the police will be critical to support the victim, alleged perpetrator and other children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help the school manage their safeguarding responsibilities.
- The term 'Released Under Investigation' or 'RUI' will replace those previously on bail for offences in circumstances that do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity or in some cases ensuring compliance with an administrative process.
- There may be delays in any case that is being progressed through the criminal justice system. The school will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children in the school. The risk assessment undertaken will help inform any decision.
- If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all the children at the school and, if it has not already and consider any suitable action in light of their behaviour policy. If the perpetrator remains in the same school as the victim, the school will be very clear as to their expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks 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 students in the and so it will be important that the school ensures both the victim and alleged perpetrator remain 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, the school 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. The schools will discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

8.   After Care

8.1   After care for the young person who has been harmed:

8.1.1   School should explore the internal resources they have to support a young person (mentoring, counselling, support with positive relationships etc)

8.1.2   The young person may feel that they are able to deal with the incident on their own or with support of family and friends. However, in this situation the young person should still be monitored and offered support if they require it in the future, regular reviews with the young person are imperative.

8.1.3   Other interventions may target a whole class or year group for example bringing in a speaker on cyber bullying. Risk assessments will also need to be considered.

8.2   For the young person who has displayed harmful behaviour:

8.2.1   It is important to find out why a person has behaved in this way; they may be experiencing their own difficulties or been harmed in a similar way.

8.2.2   They may have additional or complex needs which need looking into such as; disruption in their own lives, involved in crime, educational under-achievement or exposure to abuse. In such cases mentoring or counselling similarly to above can be looked in to.

8.2.3   External support from the Early Help or from social services may be sought.

8.2.4   Once their initial needs have been met the individual will need a consequence for their behaviour. This may take place in the form of restorative justice and if a crime has been committed this may come from the police.

8.2.5   The school may also choose a punishment as a consequence such as internal/external exclusion to allow the young person some time to reflect on their behaviour.

8.2.6   In extreme cases the school will look at a permanent exclusion, if the individual is deemed a risk to others.

Response to reports of Child on Child Abuse

Report Received
(from the victim or third-party)
(onsite, offsite, online)

Definitions
Sexual Violence:
Rape
Assault by penetration
Sexual Assault

Sexual harassment:
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Victim Reassured
- Taken seriously and kept safe
- Confidentiality not promised
- Listen to victim, non-judgementally
- Record the disclosure (facts as reported)
- Two staff present (one being the DSL or deputy, or reported to DSL / Deputy, as soon as possible)
- Victim sensitively informed about referral to other agencies
- If victim doesn't give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children.
- Parents of victim informed

Anonymity: note that in cases of sexual violence there us a legal protection of the victim's identity. Remember that this also includes social media and discussion amongst pupils in the school.

Record Keeping
Remember, to record all concerns, discussions, decisions, and reasons for decisions

Considerations
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
Immediately: consider how to support the victim and the alleged perpetrator
- Wishes of the victim
- Nature of the alleged incident
- Ages of the children
- Development stage of the child

- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risk
- other related issues and wider context

Manage Internally
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the schools behaviour policy.

Early Help
Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC) and the Brook Traffic Light Tool)

Refer to Social Care
All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care staff will decide next steps. Be ready to escalate if necessary.

Refer to police
All incidents of rape, assault by penetration or sexual assault.

Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents

Risk Assessment
Case-by-case basis

Risk Assessment
Immediately

Do not wait for outcome of referral before protecting victim.

Emphasis on victim being able to continue normal routines.

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to and from school)
(not a judgement of guilt)

Safeguard and support victim and (alleged) perpetrator

Safeguard and support victim and (alleged) perpetrator

Disciplinary Measures taken
(see schools Behaviour Policy / Anti-bullying Policy)

Disciplinary Measures taken
(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)
Ensure actions do not jeopardise the investigation
School to work closely with police and/or other agencies

Criminal Process Ends
Conviction or Caution: follow the behaviour policy, consider Permanent Exclusion. If pupil remains in school make clear expectations: keep victim and perpetrator apart. Consider Victims wishes.
Not Guilty: support victim and alleged perpetrator
No Further Action: Support Victim and alleged perpetrator