

Child on Child Abuse Policy

Date	Review Date	Headteacher	Chair of Governors
Sept 2023	As required	Mrs S Reay	Ms L Winton

Please note that this policy is based on Central Bedfordshire's model policy of September 2023.

However, the policy will be updated and re-circulated if Statutory Guidance changes.

Introduction

Clipstone Brook Lower School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Child-on-child abuse will not be tolerated or passed off as part of "banter" or part of "growing up."

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

Keeping Children Safe in Education (KCSIE), 2023 states that -

'All staff should be aware that children can abuse other children at any age (often called child-on-child abuse). And that it can happen both inside and outside of school or college and online. All staff must recognise the indicators and signs of abuse and know how to identify it and respond to reports.'

'All staff should be clear about the school's or college's policy and procedures regarding child-on-child abuse.'

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

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 that facilitates, threatens, and encourages physical abuse);
- Sexual violence, such as rape, assault by penetration, and sexual assault; (this may include an online element that facilitates, threatens, and 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 engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi nudes' images 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 to view 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)

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

This policy concentrates on child-on-child abuse in the context of sexual harassment and sexual violence. It complies with the statutory guidance on child-on-child abuse set out in Keeping Children Safe in Education (September 2023). It should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures and any relevant Practice Guidance issued by it.

Aims

The policy will: -

- Set out our strategies for preventing, identifying, and managing child-on-child abuse.
- Take a contextual approach to safeguard all children and young people involved, acknowledging that children who have allegedly abused their peers or displayed harmful sexual behaviour are vulnerable and may have been harmed by peers, parents, or adults in the community.

Understanding Child-on-child abuse

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

The impact of this behaviour on children can be very distressing and impact academic achievement, emotional health, and well-being.

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

The Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to responding appropriately.

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

We are adopting the NSPCC definition of HSB as follows: -

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

We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours (Appendix 1).

Vulnerable groups

We recognise that all children can be at risk, however, we acknowledge that some groups are more vulnerable. This can include children or young people who:

- They have experienced abuse within their family.
- Are living with domestic violence.
- Are young people in care.
- Are children who go missing.
- Are children with additional needs (SEN and/ or disabilities).

- Are children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.

While research tells us girls are more frequently identified as being abused by their peers and are more likely to experience unwanted sexual touching in schools, this is not confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour, such as antisocial behaviour. Boys report high levels of victimisation in areas affected by gangs. We recognise that both sexes experience child-on-child abuse but do so in gendered ways.

All staff should be aware of indicators that may signal that children are at risk from or are involved with serious violent crime. These may include:

- Increased absence from school,
- A change in friendships or relationships with older individuals or groups,
- A significant decline in performance,
- Signs of self-harm or a significant change in well-being,
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Responding to Alleged Incidents

Responding to reports of sexual violence and sexual harassment

All reports of child-on-child abuse will be assessed on a case-by-case basis, with the designated safeguarding lead or deputies taking a leading role using their professional judgment. Support will be sought from other agencies, such as social care or the police.

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

- Chronological and developmental ages of everyone involved
- Difference in their power or authority concerning 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 are 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 essential to deal with peer abuse immediately and sensitively. Gathering the information as soon as possible is necessary to get the facts. It is equally vital 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 calmly and consistently. They will not be prejudiced, judgmental, dismissive, or irresponsible in dealing with such sensitive matters.

The immediate response to a report

- The school will take all reports seriously and will reassure the victim that they will be supported and kept safe.
- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.
- It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- A written report will be made as soon after the discussion as possible, only recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
- Assess the needs of the victim and child alleged to have caused harm.
- Where the report includes an online element the school will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the Designated Safeguarding Lead) is present.
- The Designated Safeguarding Lead will be informed as soon as possible and consider a referral to the police and social care.
- The Designated Safeguarding Lead must complete a risk assessment where sexual violence has occurred. This must be shared with Children's Social Care.

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- The Designated Safeguarding Lead will be informed immediately and consider a referral to the police and social care.
- The Designated Safeguarding Lead must complete a risk assessment where sexual violence has occurred. This must be shared with Children's Social Care.

When recording sexualised behaviour, it is essential that:

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

Gather the Facts

Speak to all the young people involved separately and gain a statement of facts from them. 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.

Consider the Intent

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

Decide on your next course of action

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

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

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, 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).

Anonymity

As a matter of effective safeguarding practice, the school will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the child/ren involved.

Following an incident, the school will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities. When considering this, we will follow the principles described in [Childnet's cyberbullying guidance](#).

Points to consider

- 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? Concerning sexual exploration, children

under the age of 5 learning toileting skills, may show a specific interest in exploration around this stage. This, however, should be noticed.

- The wishes of the victim and how they want to proceed.
- Any imbalance of power between the children.
- 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?
- What was the explanation by all children involved of what occurred?
- Can each young person give the same explanation of the incident, and what is the effect on the young people involved? Is the incident seen as bullying, for example (regular and repetitive)? Is the version of one young person different from another, and if so, why?
- What is each of the children's understanding of what occurred? Do the young people know/understand what they are doing? E.g., do they know about body parts, privacy, and that touching is inappropriate?
- Is the young person's explanation concerning something they may have heard or been learning about? Has that prompted the behaviour?
- Is the behaviour deliberate and contrived?
- Does the young person understand the impact of their behaviour on the other person?
- Understanding intra-familial harms and any necessary support for siblings following incidents is essential.

Repetition

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

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. This will be shared with Children's Social Care. The risk and needs assessment should consider the following:

- The victim, especially their protection and support.
- The child who is alleged to have caused harm and
- All the other children (and, if appropriate, adult students and staff) at the school or college, primarily any appropriate actions to protect them.
- The time and location of the incident and any action required to make the area safer.

Risk assessments will be recorded electronically in CPOMS and be kept under review.

Follow up Actions

Children sharing a classroom:

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

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

These actions are in the best interests of both children and should not be perceived as a judgment on the guilt of the child alleged to have caused harm.

Options to manage the report

Manage internally

1. In some cases of sexual harassment, for example, one-off incidents, it may be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support. This decision is considered on the outcome of contact with Children's Social Care and submission of a completed risk assessment.

This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions, will be recorded and stored by a member of the DSL team on CPOMs.

Details of sanctions for the child alleged to have caused harm will not be shared with any other persons, other than those providing care for them. This is to maintain confidentiality and privacy for the child involved.

2. In line with point 1 above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. The Designated Safeguarding Leads will consult the local threshold document when deciding if Early Help is appropriate.
3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to Children's Social Care following locally agreed protocols.

Where statutory assessments are appropriate, the Designated Safeguarding Lead or a deputies will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the child alleged to have caused harm and any other children that require support.

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The details of any sanctions for the child alleged to have caused harm will not be shared with persons other than those providing care for them. It is essential to maintain confidentiality and privacy.

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Where statutory assessments are appropriate, the Designated Safeguarding Lead or deputies will work alongside and cooperate with the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the child alleged to have caused harm and any other children that require support.

Reporting to the Police

Designated Safeguarding Leads are responsible for reporting all alleged crimes to the Police.

[When to call the Police](#)

The school will follow local processes for making safeguarding referrals.

Where a report of rape, assault by penetration, or sexual assault is made, this will be passed on to the Police immediately. While the age of criminal responsibility is ten, if the child alleged to have caused harm is under ten, the starting principle of reporting to the Police remains. The Police will take a welfare approach rather than a criminal justice approach.

Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector. They will help the victim understand their options and how the criminal justice process works if they have reported or are considering reporting to the Police. ChISVAs will partner with schools and colleges to ensure the best possible outcomes for the victim.

Where a report has been made to the Police, the school or college will consult the Police and agree on what information can be disclosed to staff and others, the child alleged to have caused harm, and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved (including potential witnesses). Where required, advice from the Police will be sought.

While protecting children and taking any disciplinary measures against the child alleged to have caused harm, we will work closely with the Police (and other

agencies as required) to ensure any actions the school does not jeopardise the police investigation.

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the school will update our risk assessment, ensuring relevant protections are in place for all children. We will consider any suitable action following our behaviour policy. If the child alleged to have caused harm remains at the school, we will be very clear about our expectations regarding the child alleged to have caused harm now that they have been convicted or cautioned. Expectations regarding behaviour and any restrictions we think are reasonable and proportionate about the child alleged to have caused harm will be implemented.

Any conviction (even with legal anonymity reporting restrictions) will potentially generate interest among other pupils or students in the school or college. We will protect all children involved, especially from bullying or harassment (including online).

Where cases are classified as “no further action” (NFA’d) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the child alleged to have caused harm for as long as is necessary. A not-guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

It is also important to note that every child has the right to an education by law.

Support for Children Affected by Sexual Assault

What support children require depends on the individual. Children may wish to seek counselling or one-to-one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with the support of family and friends, in which case this young person must continue to be monitored and offered support should they require it in the future. Suppose the incidents are of a bullying nature. In that case, the young person may need help improving peer groups/relationships with other young people, or discussion 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. It may be that through the continued curriculum of Relationship and Sex Education (from 2020), PSHE, and SMSC, specific issues can be discussed and debated more frequently. If the young person feels particularly vulnerable, a risk assessment can be put in place for them while 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.

The school understands that sexual assault can result in various health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Any child or young person with a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

We will support the victim of sexual assault to remain in school, but if they cannot do so, we will enable them to continue their education elsewhere. This decision will be made only at the child's and family's request. If the child moves to another school or setting, the school will ensure the new school knows the ongoing support they may need. The Designated Safeguarding Leads will support this move.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, we may take suitable action if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a severe breach of discipline and lead to the view that allowing the child alleged to have caused harm to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.

Where the child alleged to have caused harm will remain at the school, we will aim to keep the victim and child alleged to have caused harm in separate classes and consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and the victim's wishes will be essential in determining how to proceed.

All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). The arrangements in place will need to be kept under review.

For the young person who has displayed harmful behaviour

It is essential to find out why the young person has behaved in such a way. The young person may be experiencing difficulties and have been similarly harmed. Support such as one-to-one mentoring or counselling may also be necessary in such cases.

Specific 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 young person's individual needs has been completed, the young person must receive a consequence for their behaviour, in line with the behaviour policy. 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 ongoing criminal investigation, this young person may not be educated on-site until the investigation has concluded. In this case, the young person must receive appropriate support and education elsewhere.

The young person's behaviour 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 agencies involved, including the young person and their parents. This may mean additional supervision or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also deem a sanction appropriate, such as exclusion or internal exclusion/inclusion/seclusion, to allow the young person to reflect on their behaviour. We know that school can be a significant protective factor for children who have

displayed harmful behaviour. Continuing access to school, with a comprehensive safeguarding management plan in place, is essential to consider before final decisions are made.

Aftercare

It is vital 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, remorse, regret, or unhappiness may occur much later than the incident. It is essential to ensure that young people do not engage in any further harmful behaviour towards someone else or 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.

The school will consider the support children who have witnessed sexual violence, especially rape and assault by penetration, may require. Seeing such an event is likely traumatic, and support may be necessary. 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 all involved, including any witnesses, are not bullied or harassed.

Online Behaviour

Many forms of child-on-child abuse have an element of online behaviour, including cyberbullying and sexting.

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

- Educating pupils, Governors, Senior Leadership Team, staff, volunteers, and parents about this issue. This will include training all Governors, Senior Leadership Team, staff, and volunteers on the nature, prevalence, and effect of child-on-child abuse, and how to prevent, identify, and respond to it. This includes:
 - Contextual Safeguarding.
 - The identification and classification of specific behaviours.
 - The importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as horseplay or teasing.
- We educate children about the nature and prevalence of child-on-child abuse via PSHE and the broader curriculum in an age-appropriate way.
- Pupils are told what to do if they witness or experience such abuse, the effect it can have on those who share it, and the possible reasons for it, including the vulnerability of those who inflict such abuse.
- They are regularly informed about the school's approach to such issues, including its zero-tolerance policy towards all forms of child-on-child abuse.

Engaging parents on this issue by:

- (a) talking about it with parents, both in groups and one to one;
- (b) asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks and
 - (c) involving parents in the review of school policies and lesson plans, and (d) Encouraging parents to hold the school to account on this issue.
- Ensuring that all child-on-child abuse issues are fed back to the school's safeguarding team so that they can spot and address any concerning trends

and identify pupils/students who may need additional support. This is done through a weekly staff meeting at which all concerns about pupils/students (including child-on-child abuse issues) are discussed.

- It is challenging the attitudes that underlie such abuse (both inside and outside the classroom).
- Working with Governors, Senior Leadership Team, all staff and volunteers, pupils and parents to address equality issues, promote positive values, and encourage a culture of tolerance and respect amongst all school community members.
- We create conditions for our pupils to aspire to and realise safe and healthy relationships.
- Developing a culture where our pupils can share their concerns openly, in a non-judgmental environment, and have them listen to.
- Responding to cases of child-on-child abuse promptly and appropriately.

Appendix 1

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

<https://learning.nspcc.org.uk/media/1657/harmful-sexual-behaviour-framework.pdf>

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

<https://learning.nspcc.org.uk/media/1149/harmful-sexual-behaviour-framework-audit-tool.pdf>

Appendix 2

Support for Young People:

If you think that a child has been harmed or is being neglected, contact the Access and Referral Hub on 0300 300 8585, or out of hours 0300 300 8123.

The Police are also there to offer support and guidance to both alleged victims and children alleged to have caused harm, they can be contacted on 101.

- Internet Watch Foundation (to potentially remove illegal images)
- NSPCC – Report Abuse in Education helpline - 0800 136 663 or email help@nspcc.org.uk
- The UK Safer Internet Centre helpline - 0344 381 4772 or email helpline@saferinternet.org.uk

National charities:

Victim Support

A national charity dedicated to helping anyone affected by crime – not just victims and witnesses, but friends, family and anyone else caught up in the aftermath.

Rape Crisis

A national charity offering confidential help, advice and a range of Rape Crisis Centres around the UK.

Galop

A national charity providing advice and support to members of the LGBT community.

Survivors UK

A national charity supporting men who have been raped or sexually assaulted.

Crimestoppers

A national charity with a free helpline for reporting crime anonymously.

Refuge

Refuge supports women, children and men with a range of services, including refuges, independent advocacy, community outreach and culturally specific services.

Women's Aid

Women's Aid is a national charity working to end domestic abuse against women and children.

Men's Advice Line: 0808 801 0327

Confidential helpline for men experiencing domestic violence from a partner or ex-partner (or from other family members).

Appendix 3

Useful Publications and Websites

Government Publications

- [Keeping Children safe in Education](#)
- [Preventing youth violence and gang involvement](#)
- [Preventing and tackling bullying in schools](#)
- [DfE: Statutory guidance: Working together to safeguard children, 2018](#)
- [DfE: Searching, screening and confiscation at school, January 2018](#)
- [DfE: Statutory guidance Suspension and Permanent exclusion, Sept 2023](#)
- [DfE: Teaching Online Safety in Schools, Jan 2023](#)
- [DfE: Relationship Education and Relationship and Sex Education, Sept 21](#)
- [DfE: Behaviour in schools, Sept 2022](#)
- [DfE: Mental health and behaviour in schools, November 2018](#)
- [DfE: Cyberbullying: Advice for headteachers and school staff, November 2014](#)
- [DfE: Sharing nudes and semi-nudes: advice for education settings, December 2020](#)
- [DFE: Respectful School Communities: Self-Review and Signposting Tool](#)
- [UKCIS: Tackling race and faith targeted bullying face to face and online, May 2017](#)
- [UKCIS: Education for a connected world, June 2020](#)
- [Gov.uk: Equality Act 2010: advice for schools, June 2018](#)

Other useful documents

- [LGFL 'Undressed' -how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders](#)
- [The Safeguarding Network – Child-on-child abuse](#)
- [Preventing abuse among children and young people-guidance from Stop it Now](#)
- [What is Age appropriate?](#)
- [Brook Traffic lights](#)
- [NSPCC-Harmful sexual behaviour](#)
- [NSPCC – Is this sexual abuse?](#)
- [Childnet - Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding](#)
- [Equality and Human Rights Commission: Public Sector Equality Duty Guidance for Schools in England](#)
- [Key messages from research on children and young people who display harmful sexual behaviour - CSA Centre](#)
- [NPCC- When to call the police](#)
- [West Midlands Procedures for Child-on-child abuse](#)
- [Please also see: Anti-Bullying Alliance guidance for school about sexual and sexist bullying](#)

