



This policy belongs to  
**Tibberton CE Primary School and  
St Lawrence CE Primary School  
Federation**

## **Child-on-Child Abuse**

**Revised: Autumn Term 2023**  
**Consultation with Staff & Governors**  
**and adoption of policy: Autumn Term 2022**  
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## Introduction

Keeping Children Safe in Education 2023 states that Governing bodies and proprietors should ensure that their child protection policy includes:

- procedures to minimise the risk of child on child abuse;
- how allegations of child on child abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by child on child abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- recognition of the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously; and
- the different forms child on child abuse can take.

The guidance also states that Governing bodies and proprietors should ensure their Child Protection and Safeguarding Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children (Children with special educational needs (SEN) and disabilities) These can include being more prone to peer group isolation than other children.

While it is recommended that Child on Child abuse is associated with the Child Protection and Safeguarding Policy, due to the sensitive nature and specific issues involved with child on child abuse this separate policy guidance template has been completed to annex to Tibberton CE Primary School & St Lawrence CE Primary school Child Protection and Safeguarding Policies. This policy should also be read in conjunction with the Behaviour Policies.

At Tibberton and St Lawrence, we are committed to the prevention, early identification and appropriate management of child on child abuse and to ensure that any form of child on child abuse or sexually 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 wellbeing.

**All** staff will be trained in our settings policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. This policy applies to governors and members of staff including volunteers and contractors.

## Definition

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children’s relationships (both intimate and non-intimate), friendships, and wider peer associations.

Online child on child abuse is any form of child on child abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, child on child grooming, threatening language delivered via online means, the distribution of sexualised content and harassment.

Child-on-child abuse is most likely to include, but may not be limited to:

- ☐ bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ☐ abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’);
- ☐ physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an element of online which facilitates, threatens and/or encourages physical abuse);
- ☐ sexual violence, such as rape, assault by penetration and sexual assault (this may include an 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 stand-alone 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 nudes images and or videos (also known as sexting or youth produced sexual imagery);
- ☐ up-skirting, 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).

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. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse.

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.

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.

### **Vulnerabilities**

As a school we will recognise any child can be vulnerable to child on child abuse including:

- ☐ Individual and situation factors can increase a child’s vulnerabilities to abuse by their peers such as the sharing of an image or photograph
- ☐ Children who are socially isolated from their peers
- ☐ Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse
- ☐ Children with certain characteristics such as sexual orientation, ethnicity, race or religious beliefs
- ☐ Children with Special Educational Needs and/or Disabilities (SEND)

### **Prevention**

**All staff** are aware that children can abuse other children. This can happen inside or outside of our setting and online.

**All staff** will be trained in our policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding to where they believe a child may be at risk from it.

**All staff** understand that even if there are no reports in our setting it does not mean it is not happening, it maybe it is just not being reported. If staff have **any** concerns regarding child on child abuse, even if there are no reports in our setting, they should still speak to the DSL (or deputy).

**All staff** are expected to challenge inappropriate behaviours between peers, 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.

We will actively seek to raise awareness of and prevent all forms of child-on-child abuse by:

- ☐ educating all governors, our senior leadership team, staff, students, and parents about this issue;
- ☐ educating children about the nature and prevalence of child-on-child abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via the curriculum;
- ☐ engaging parents on these issues;
- ☐ supporting the on-going welfare of the student body by drawing on multiple resources that prioritise student mental health, and by providing in-school/college counselling and therapy to address underlying mental health needs;
- ☐ working with governors, senior leadership team, and all staff, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school/college community;
- ☐ creating conditions in which our students can aspire to, and realise, safe and healthy relationships fostering a whole-school/college culture;
- ☐ responding to cases of child-on-child abuse promptly and appropriately; and
- ☐ ensuring that all child-on-child abuse issues are fed back to the DSL and deputies so that they can spot and address any concerning trends and identify students who may be in need of additional support.

We will actively engage with TWSP in relation to child-on-child abuse, and work closely with, for example, children’s social care, the police and other education settings. The relationships our setting has built with these partners is essential to ensuring that we are able to prevent, identify early, and appropriately handle cases of child-on-child abuse. The DSL (or deputy) will regularly review behaviour incident logs which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

We recognise that any child can be vulnerable to child-on-child abuse due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child’s vulnerability to abuse by their peers. We know that research suggests:

- ☐ child-on-child abuse may affect boys differently from girls (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously;
- ☐ children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without , and
- ☐ some children may be more likely to experience child-on-child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

### **Allegations against other pupils which are safeguarding issues**

Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting . It should be considered as a safeguarding allegation against a pupil if some of the following features are present.

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

### **Examples of safeguarding issues against a pupil could include:**

#### **Child-on-child sexual violence and sexual harassment**

All those who are part of our community believe that sexual violence and sexual harassment is not acceptable and will not be tolerated.

We understand that sexual violence and sexual harassment can occur between two children **of any age and sex**. It can occur online. It can also occur 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.

We recognise that children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends our setting.

Staff are aware that some groups are potentially more at risk. We know that evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.

We will work to ensure our whole-school/college community are aware of the importance of:

- ☐ challenging inappropriate behaviours;
- ☐ 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; and,
- ☐ challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

For the purpose of this policy, we use the term 'victim', 'alleged perpetrator(s)' or where appropriate 'perpetrator(s)'. Ultimately, the use of appropriate terminology will be determined, as appropriate, on a case-by-case basis.

Along with providing support to children who are victims of sexual violence or sexual harassment, we will provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. We recognise that a child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of our setting. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

We understand that reports of sexual violence and sexual harassment are extremely complex to manage. We know it is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. We also know it is also important that other children, adult students and our staff are supported and protected as appropriate.

We will try to be aware of, and respond appropriately to **all reports and concerns**, including those outside of our setting, and or online.

Whilst the focus of this policy is on protecting and supporting children, we will of course protect any adult students and engage with adult social care, support services and the police as required.

### **Sexual violence**

Our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way both inside and outside of our setting. We refer to sexual violence as sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**Causing someone to engage in sexual activity with consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

We believe that **consent** is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual consent

- ☐ a child under the age of 13 can never consent to any sexual activity;
- ☐ the age of consent is 16;
- ☐ sexual intercourse without consent is rape.

## Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline both inside and outside of our setting. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- ☐ sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- ☐ sexual "jokes" or taunting;
- ☐ physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes
- ☐ displaying pictures, photos or drawings of a sexual nature,
- ☐ upskirting, and
- ☐ on-line sexual harassment.

We will follow the guidance set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

## Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. We recognise 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their 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 sex, can be a victim.

## Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. We use the term "harmful sexual behaviour" (HSB). **HSB can occur online and/or face to face and can also occur simultaneously between the two.** We will consider HSB in a child protection context.

We will follow the specialist support and advice on HSB available from the specialist sexual violence sector. Our DSL will undertake training in HSB and incorporate this into our approach to managing sexual violence and sexual harassment.

Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. We understand it is important that they are offered appropriate support.

## Our approach to preventing child-on-child abuse

We will undertake pre-planning, training for staff and implement an effective child-on-child abuse policy to help us develop the foundation for a calm, considered and appropriate response to any reports. We will review these regularly. The DSL (or a deputy) will engage with the local response to child-on-child abuse.

We understand the best responses to child-on-child abuse are based on a whole setting approach to safeguarding and child protection and we will involve our whole community in this.

Systems are in place, well promoted throughout our setting, and understandable and accessible for our pupils to confidently report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously, and that they can safely express their views and give feedback.

All staff in our setting will undertake training in how to respond to child-on-child abuse, including reports of sexual violence or sexual harassment. Our DSL will undertake training to manage a report.

We accept the most effective preventative education programme will be through a whole setting approach that prepares pupils for life in modern Britain. Our setting will have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school/college life. This is underpinned by our behaviour policy and pastoral support system, and by our planned programme of evidence-based content delivered through the whole curriculum. Our programme is developed to be age and stage of development appropriate. The DSL will support teachers in their delivery of this part of our curriculum. We recognise good practice allows children an open forum to talk through things. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to raise their concerns or make a report and how any report will be handled. This will include processes when they have a concern about a friend or peer. All staff are aware of how to support children and how to manage a safeguarding report from a child.

The DSL will consider if external support or intervention is necessary as part of our approach to sexual violence and sexual harassment. We recognise specialist organisations can offer a different perspective and expert knowledge.

### **Our response to child-on-child abuse, including reports of sexual violence or sexual harassment**

It is our aim to always recognise, acknowledge and understand the scale of harassment and abuse. We aim to never downplay some behaviours related to abuse that can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Where necessary we will work with other professionals, agencies and partners in our response. This may include the TWSP partners, the relevant local authority children's social care departments, the police and other services.

We recognise that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react. In some cases, the victim may not make a direct report.

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

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by another child/ren, or that a child may be at risk of abusing or may be abusing another child/ren, they should discuss their concern with the DSL (or deputy) without delay.

We will reassure **all** victims that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of our setting will not be downplayed and will be treated equally seriously. We will never give a victim the impression that they are creating a problem by reporting child-on-child abuse, including sexual violence or sexual harassment. Nor will we make a victim feel ashamed for making a



report. We will explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them.

### **Risk assessment and safety planning & support**

We take the view that child-on-child abuse does happen even if it is not reported. Therefore, on the advice of the TWSP we have implemented a risk assessment to help to minimise the risk of child-on-child abuse.

As per the advice of TWSP we refer to safety planning and support which is used for individual children in response to an alleged or actual incident child-on-child abuse, including sexual violence and where appropriate, incidents of sexual harassment.

When there has been a report of sexual violence, the DSL (or a deputy) will implement an immediate safety and support plan to identify risk and need. Where there has been a report of sexual harassment, the need for a safety and support plan will be considered on a case-by-case basis, but as good practice should be completed.

The risk and needs assessment should consider:

- ☐ the victim, especially their protection and support;
- ☐ whether there may have been other victims;
- ☐ the alleged perpetrator(s);
- ☐ all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- ☐ the time and location of the incident, and any action required to make the location safer.

If any of the children involved has SEND, the DSL will liaise with the SENCO to assist in the management of the report. If the report involves an online safety element, the DSL will liaise with the online safety lead if this is not the DSL.

Safety and support plans must be recorded (written or electronic) and will be kept under review. At all times, we will be actively considering the risks posed to all of our pupils and students and put adequate measures in place to protect them and keep them safe.

The DSL (or a deputy) will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional safety and support plans by social workers and or sexual violence specialists will be required. Our safety and support plan is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform our approach to supporting and protecting our pupils and students and updating our own risk assessment.

### **Action following a report of child-on-child abuse, including sexual violence and/or sexual harassment**

Our DSL (and deputies) have a complete safeguarding picture and they are the most appropriate people to advise on our initial response. Important considerations will include:

- ☐ the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with our duty and responsibilities to protect other children;
- ☐ the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- ☐ the ages of the children involved;

- ☐ the developmental stages of the children involved;
- ☐ any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- ☐ if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- ☐ that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- ☐ are there ongoing risks to the victim, other children, adult students or school or college staff; and,
- ☐ other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff will act in the best interests of the child. In all cases, we will follow general safeguarding principles. Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

The starting point regarding any report will always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

As a matter of effective safeguarding practice, we will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, especially where a case is progressing through the criminal justice system.

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

When to inform the alleged perpetrator(s) will be a decision that will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and will not stop us taking immediate action to safeguard our children, where required.

We will regularly review our decisions and actions, consider our relevant policies and any lessons learnt. We will look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we will decide on a course of action. Consideration will be given to whether there are wider cultural issues within our setting that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

The DSL (or deputy) will use their professional judgement to: (a) assess the nature and seriousness of the alleged behaviour, and (b) determine whether it is appropriate for the alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. The DSL and their deputies will consult the relevant local partnership threshold guidance to support their decision making and will engage in discussions with the statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, part of the local arrangements.

In borderline cases the DSL (or deputy) may consult with Family Connect, and/or other relevant agencies on a no-names basis (where possible) to determine the most appropriate response.

Where the DSL (or deputy) considers or suspects that the alleged behaviour in question might be abusive or violent on a spectrum or where the needs and circumstances of the individual child/children in question might otherwise require it, the DSL (or deputy) will contact Family Connect or the local social care team for the child and/or the police immediately and, in any event, within 24 hours of the DSL (or deputy) becoming aware of the alleged behaviour. The DSL (or deputy) will discuss the concern(s) or allegation(s) with the agency and agree on a course of action, which may include:

1. manage internally;
2. early help;
3. referral to children's social care; and
4. reporting to the police.

**All** concerns, discussions, decisions, and reasons for decisions will be recorded (written or electronic).

If bail conditions are in place, we will consider what additional measures may be necessary to manage any assessed risk of harm that may arise within our setting.

There may be delays in any case that is being progressed through the criminal justice system. We will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children and adult students in the school or college. The DSL (or a deputy) will work closely with the police (and other agencies as required), to ensure any actions we take do not jeopardise the police investigation.

If a child is convicted or receives a caution for a sexual offence, we will update our risk assessment. We understand it is important that we ensure both the victim and alleged perpetrator(s) remain protected. Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator(s).

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to Family Connect or the relevant children's social care team may be appropriate. If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual who made it as per our own behaviour policy.

### **Ongoing response to child-on-child abuse, including sexual violence or sexual harassment**

We will consider the principles based on effective safeguarding practice and to help shape any decisions regarding safeguarding and supporting the victim and the alleged perpetrator(s). We will consider what support is the most appropriate to support all children involved.

Victims may not talk about the whole picture immediately. It is essential that dialogue is kept open and encouraged. We will offer victims a designated trusted adult in our setting to talk about their needs.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. We will avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This

will be because the victim wants to, not because it makes it easier to manage the situation. If required, we will provide a physical space for victims to withdraw.

Whilst we will give all the necessary support to victims to remain in our setting, if the trauma results in the victim being unable to do this, alternative provision or a move to another setting will be considered to enable them to continue to receive suitable education. This will only be at the request of the victim (and following discussion with their parents or carers).

We will always check in with all children involved or alleged to have been involved in child-on-child abuse that are in our school/college. This is to ensure our procedures have been followed and to understand their perception of the effectiveness of our procedures.

## Safety & Support Plan for children / young people in education (Where there is a need to try to reduce risk to a manageable level)

*Risk is defined as 'uncertain prediction about future behaviour with a chance that the future outcome of the behaviour will be harmful or negative' (Kemshall, 1996)*

Name of child / young person:

Date of birth:

Ethnicity:

Name of education setting:

Form:

Date:

### Terms of reference

The safety and support plan is not a legal document and the process is not adversarial, it is a **VOLUNTARY** tool that the school can use to engage a child and their parents to identify any concerns or aspects of vulnerability and agree on support strategies that can be put into place to minimise any **potential risk** to the child /young person or others.

The aim is to ensure that a child/young person have the opportunity to express their wishes and feelings and be enabled to say how they may be assisted to feel supported and safe in their education setting.

This plan will often require the support and cooperation of parents/carers.

The development, implementation and review of this document are the responsibility of the school. Support and guidance during the process is available from the **Safeguarding Schools Team**.

**The Safety and support plan can be considered for children/young people in circumstances below (*although this is not an exhaustive list*)**

- Child on Child abuse - Children who have been subjected to emotional, physical and sexual harm from another pupil or a sibling
- Self-harm including eating disorders
- low level non child protection sexualised behaviour, self-exploratory behaviour, infatuations,
- Physical and verbal aggression
- Bullying including cyber
- Emotional and behaviour difficulties (mental health)
- Sexually active young people who could be at risk of child sexual exploitation, STI's or unplanned pregnancy
- Vulnerabilities associated with children who have a disability or special needs
- Non school attendance

- Children from ethnic minorities, cultural beliefs and rituals by adults that involve children in unusual and bizarre practices (FGM, forced marriage and physical chastisement)
- Children displaying extreme ideology (at risk of radicalisation)
- Children who require complex health care/a regime of medication as indicated by parents, but may not be confirmed with medical evidence
- Child living with a parent/carer who has health needs and there is concern that this may impact on the wellbeing of the child (young carer)
- If there is a known or potential risk by an adult in the community e.g. court orders preventing contact with a particular individual, a person who has a conviction for sexual offences against children (or other)

**Once the need for a safety and Support Plan has been identified, the process should run as follows:**

- 1) DSP to discuss/meet with child, parents/carer to discuss and establish if a plan is required. As part of this discussion consideration given to any other key professionals that need to be involved and any resources needed to support the plan.
- 2) School to prepare a draft based on the discussion with, parent/carer, child and other agencies/resources if relevant.
- 3) Safety and support plan to be shared and finalised with child and parents/s, this should include all parties signing the document as part of the agreement to comply with the support strategies that will be implemented.
- 4) All participants to receive a signed copy.
- 5) School to use chronology to monitor and record for review of this plan.
- 6) Date set to review the plan.

**Documents you will need:**

- ✓ **The Safety and Support Plan proforma**

**Context of concerns/behaviour - what has happened and why is plan needed?**

**Use pointers below to support your thinking**

- *What is the reason for this plan? Describe the type of behaviours, context of behaviour- was it spontaneous or planned? Was there force/threat etc?*
- *When and Where? (date)*

**Identification of the concerns and any risks?**

**What are the concerns/risks?**

*List or bullet point.*

**In which situations could this occur?**

*E.g. physical environment of your setting, unstructured times, transition times, to and from class/school et.*

**SEE APPENDIX ONE – Evaluation of school environment checklist.**

**Who could be affected and what harm could be sustained?**

*e.g. this is about the risk/harm or adverse effects that the subject could place on themselves, because of their behaviour, or place on others e.g. emotional, physical, sexual or neglect.*

<b>What heightens the concerns or risk?</b> <i>Think about worst case scenario (add more boxes if needed)</i>	<b>What lowers the concerns or risk?</b> <i>Think about what protective and positive factors child has in the school and community that can help reduce any adverse reaction/risk</i>

## Views of child, parents / carers and professionals

**Child’s response/view of the concerns raised?**

*View of the child/young person, do they support and agree that this plan will assist them?*

**Parent/carer’s view?**

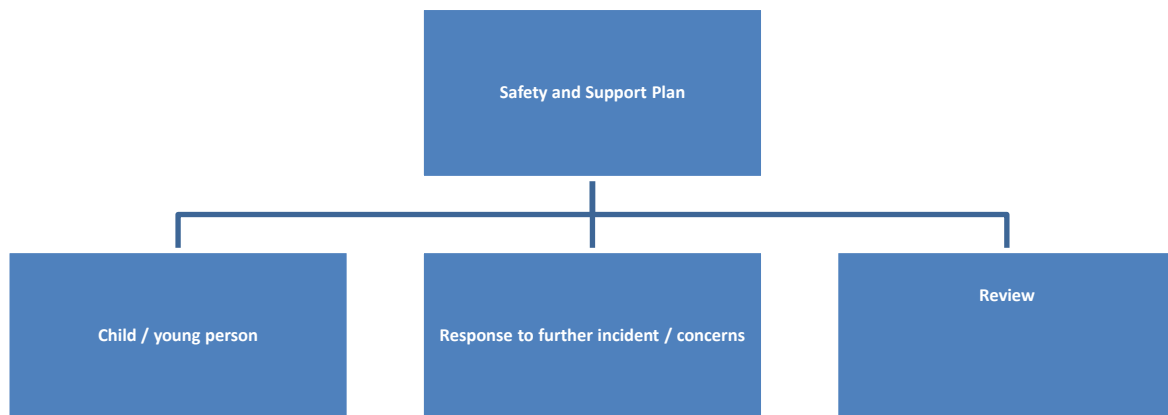
*Views of the child’s parents in relation to this do they support/agree to this plan?*

**Other multi agency views/assessment of child’s needs, this includes services and resources being offered or provided. *What has been their involvement, services being offered or already provided – other recommendation for support and safety?***

<b>Health views</b>	
<b>Police view</b>	
<b>Children’s Services</b>	
<b>School</b>	

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**Overview of the steps / stages to this plan:**



Support strategies/measures to be put into place <i>(write response below each heading)</i>	Who/When?
<b>Liaison with parents:</b> <i>Who is doing this and how often?</i>	
<b>Reporting, recording and monitoring:</b> <i>What are the arrangements for reporting, recording and monitoring the child's behaviour?</i>	
<b>Liaison with child/young person:</b> <i>Who is the young persons point of contact should they need to 'sound off' express their wishes – who would be available if that staff member is not in school?</i>	
<b>Duty of care/keeping all pupils safe:</b> <i>How will this be done? Who will take responsibility for coordinating? What messages have been given to children about keeping safe and how?</i>	
<b>The right to be safe:</b> <i>What messages have been given about the right to be safe, how can this be reinforced? How safe does the child feel?</i>	
<b>Behaviour management strategies:</b> <i>Are there clear boundaries and expectations of acceptable behaviours?</i>	



<b>Off site activities - school trips, work experience etc:</b> <i>How will risk be managed in these situations?</i>	
<b>Transport arrangements:</b> <i>What are the arrangements for the child/young person to get safely to and from school/college?</i>	
<b>School environment:</b> <i>Is it likely that the cause of concern means that the child/YP will be in the same area of the school? If there is a joint friendship group? How will the need for no contact be managed if necessary? Do changes need to be made?</i>	
<b>Individual support:</b> <i>What access to support has the child/young person been offered? Is there an identified programme of work? If so, what is it and who is delivering this? If the child is feeling angry – how would they be able to leave the class without questions being asked?</i>	
<b>Family support:</b> <i>Are the family being offered any support? Do they need any? Are there any services that the school can signpost them to?</i>	
<b>Information Sharing:</b> <i>If time out of lessons is needed (for interviews, social work visits etc) , how will the school support the child with a 'cover story' to explain to friendship groups?</i>	
<b>Chronology of incidents:</b> <i>Who will be responsible for monitoring and updating this? (see appendix three)</i>	
<b>Inclusion and diversity:</b> <i>Are there any additional factors to consider in relation to the child's age, sex, race, religion, disability, mental/physical health or other?</i>	
<b>Exclusion/temporary or permanent:</b> <i>Are there significant grounds for considering this? Has there been an assessment of the situation? If so what the evidence for this decision?</i>	
<b>Date and venue for, Safety &amp; Support Plan to be REVIEWED?</b>	

**Immediate response to an incident or further concerns**

**Immediate response/interventions to incident or further concerns:**  
*Actions to be taken immediately if an incident takes place or concern continues with no change.*

School to:

- Inform parents/carer
- Safety of child (arrange for child to be picked up from school if necessary)
- Safety of children within the school community (if a child has suffered significant harm, school to make a referral or seek advice from children services or and the police)
- Review plan and re-evaluate any risk factors if relevant

Child to:

Parent/carer to :

**Consent and Agreement of Safety and Support Plan**

Name	Role	Signature
	Head Teacher / Principal	
	Designated Senior Person (DSP)	
	Form Tutor	
	Other relevant school staff Support staff	
	Child/young person	
	Parent/carer	
	Children services if open to them	
	Police if involved / relevant	
	Other universal targeted services	
	Child Protection Schools Liaison Officer <i>Please note it is optional if you seek advice from and involve CPSLO service.</i>	

## Review of Safety & Support Plan

<p><b>Actions/amendments</b>  <i>Using the Safety and Support Plan and the <b>chronology</b> re any incidences, evaluate whether any changes need to be made to the Safety and Support Plan? A review will consider any new information, change in circumstances any work carried out with the child and family by school or other agencies/universal resources e.g. GP. Include any positive outcomes.</i></p>	<p><b>By who and by when by?</b></p>
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**List below:**

