Worcestershire Children's First Child on Child Abuse Policy

Including sexual violence and sexual harassment between children

Adopted by

SUCKLEY SCHOOL

Responsible Person: H Field

Date Written: September 2021

Last reviewed: March 2026

Review Schedule: Annually

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

1. Context and Definition

It is essential that **all our staff** understand the importance of challenging 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. (KCSIE)

Suckley School staff are advised to maintain an attitude of **‘it could happen here’** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This abuse can:

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

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

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

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and Deputy, have to make their own judgements about each specific case and will use this policy guidance to help.

2. Responsibility

Keeping Children Safe in Education (KCSIE), states that

> ‘*Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with*’.

It also emphasises that the voice of the child must be heard

> ‘*Governing bodies, proprietors and school or college leaders should ensure the child’s wishes*

and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.'

Child on child abuse (also called Peer on Peer abuse) is referenced in our Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with child on child abuse necessitates separate policy guidance.

At Suckley School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

3. Purpose of Policy

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

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

3.1 Anti-Bullying including Online Bullying Policy

3.2 Safeguarding and Child Protection Policy

3.3 Managing Allegations / Whistleblowing Policy

3.4 Behaviour Policy

3.5 Health & Safety Policy

3.6 Online Safety Policy

4. Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document is Working Together, 2018, highlighting that every assessment of a child, *'must be informed by the views of the child'.* (Working Together, 2018:21) This is echoed by Keeping Children Safe in Education, through ensuring procedures are in place in schools and settings to hear the voice of the child.

5 Abuse and harmful behaviour

It is necessary to consider

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

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

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- Children can abuse other children. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and

sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence.

- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

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

6. Types of abuse

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

6.1 Physical abuse

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

6.2 Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead

The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges .

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

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

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

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- **Up skirting:** where someone takes a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

6.3 Bullying

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

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

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

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

6.4 Online Bullying

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

Online bullying can take many forms

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

6.5 Sexting / Sharing nude or indecent imagery

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

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

6.6 Initiation/Hazing

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

6.7 Prejudiced Behaviour

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

6.8 Teenage relationship abuse

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

7. Expected staff action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions.

8. Recognising peer abuse

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 in relation to age, race, gender, physical, emotional or intellectual vulnerability

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

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

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

8.1 Taking Action

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

8.2 Recording sexualised behaviour

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

8.3 Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Donot interrogate or ask leading questions.

8.4 Consider the Intent

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

8.5 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 Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.

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

8.6 Informing parents/carers

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

Is the pupil 13+ and does not want to share with parents? Use the 'Gillick' test and the 'Fraser' guidelines.

https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines/

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

9. Points to consider

9.1 What is the age of the children involved?

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

9.2 Where did the incident or incidents take place?

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

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

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

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

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

person?

9.5 Repetition

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

10. Next Steps

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

10.1 For the young person who has been harmed

The level of support required depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.
Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, relationship abuse etc. It may be delivered through Our Thrive, PHSE and RSE curriculum.

10.2 For the young person who has displayed harmful behaviour

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

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

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

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

We may also choose a punishment as a consequence such as exclusion or internal

exclusion/inclusion/seclusion for a period of time to allow the young person toreflect on their behaviour.

10.3 After care

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

11. Preventative Strategies

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

We have an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/RSE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. We make sure that 'support and report' signposting is available to young people. Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.

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

12. Where to go for further information

11.1. DfE: Statutory guidance: Working together to safeguard children, 2018
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

11.2. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

11.3. DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges, May 2018
https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

11.4. DfE: Searching, screening and confiscation at school, January 2018
https://www.gov.uk/government/publications/searching-screening-and-confiscation

11.5. DfE: Preventing and Tackling Bullying, July 2017
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

11.6. DfE: Statutory guidance School exclusion, May 2020
https://www.gov.uk/government/publications/school-exclusion

11.7. DfE: Teaching Online Safety in Schools, June 2019
https://www.gov.uk/government/publications/teaching-online-safety-in-schools

11.8. DfE: Relationship Education and Relationship and Sex Education, July 2020
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

11.9. DfE: Behaviour and discipline in schools, July 2020
https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

11.10. DfE: Mental health and behaviour in schools, November 2018
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

11.11. DfE: Children Missing Education, September 2016
https://www.gov.uk/government/publications/children-missing-education

11.12. DfE: Cyberbullying: Advice for headteachers and school staff, November 2014
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

11.13. DfE: Mental health and behaviour in schools, November 2018
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

11.14. UKCIS: Sexting guidance for schools, 2016
https://www.gov.uk/government/publications/sexting-in-schools-and-colleges
(An updated copy of this guidance is due autumn term 2020)

11.15. UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017
https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools

11.16. UKCIS: Education for a connected world, June 2020
https://www.gov.uk/government/publications/education-for-a-connected-world

11.17. London Child Protection Procedures, edition 5, 2018
http://www.londoncp.co.uk/

11.18. Havering: Online CSE toolkit
https://www.havering.gov.uk/Pages/Services/Sexual-exploitation.aspx

11.19. Brook Traffic Light Tool
https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/

11.20. Gov.uk: Equality Act 2010: advice for schools
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

11.21. Equality and Human Rights Commission: Public Sector Equality Duty Guidance for Schools in England
https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england

11.22. Key messages from research on children and young people who display harmful sexual behaviour (PDF)
https://www.csacentre.org.uk/index.cfm/_api/render/file/?method=inline&fileID=E2C17C42-5084-47CC-902E94451079C6B6

11.23. NPCC- When to call the police
https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf

ANNEX A

Risk Assessment

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
• What is the incident? • Who was involved? • Where did it happen				
• Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc. As such has this been referred to the police?				
• Is it necessary to limit contact between the children involved? Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools and colleges.				
• Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				
• Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
• Do they share classes?				
• Do they share break times? • Do they share peer/friendship groups?				
• Do they share transport to/from school?				

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
• Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
• How can such contact be limited?				
• Is there a risk of harm from social media and gossip?				

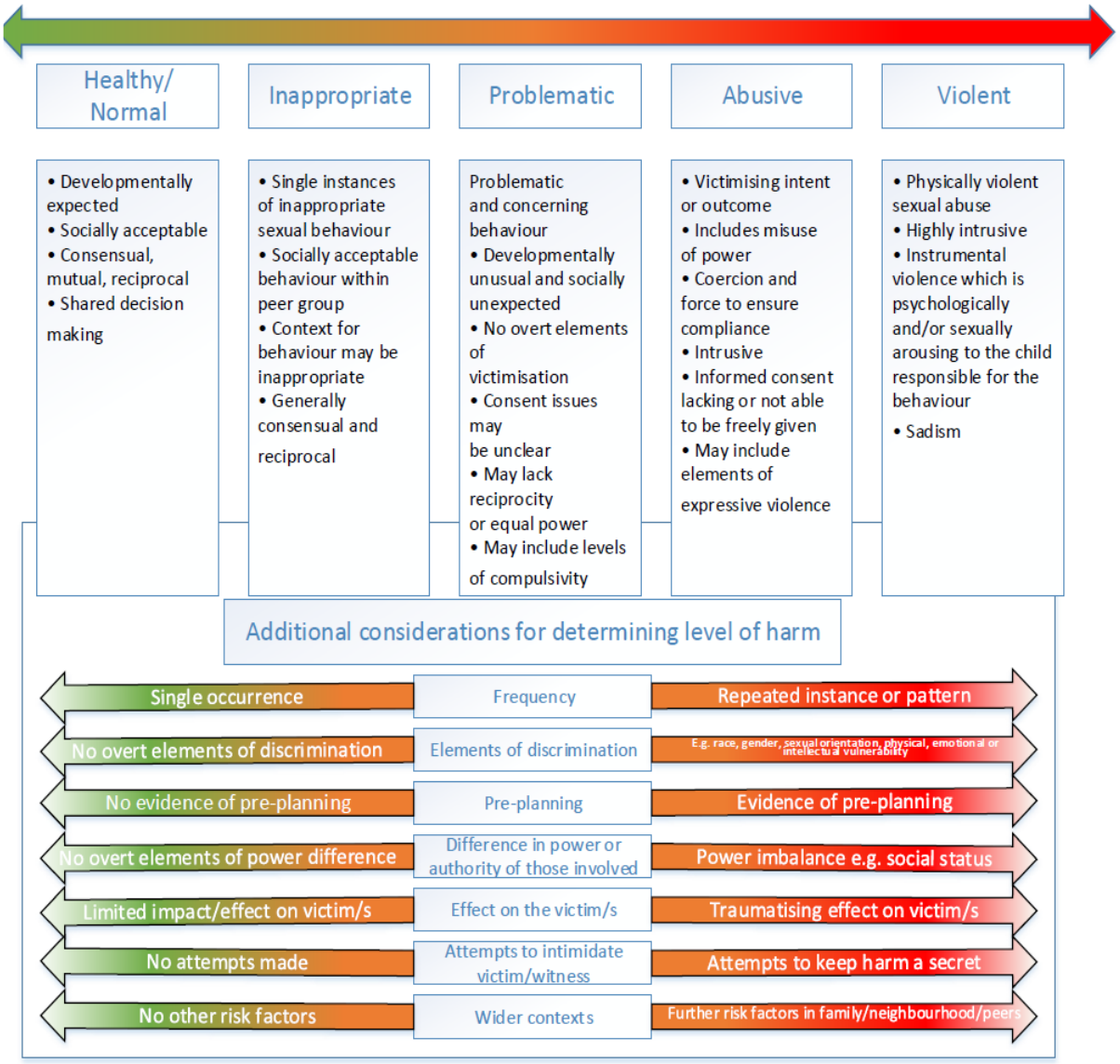
Further action taken by the school or college: Please complete for each child involved.

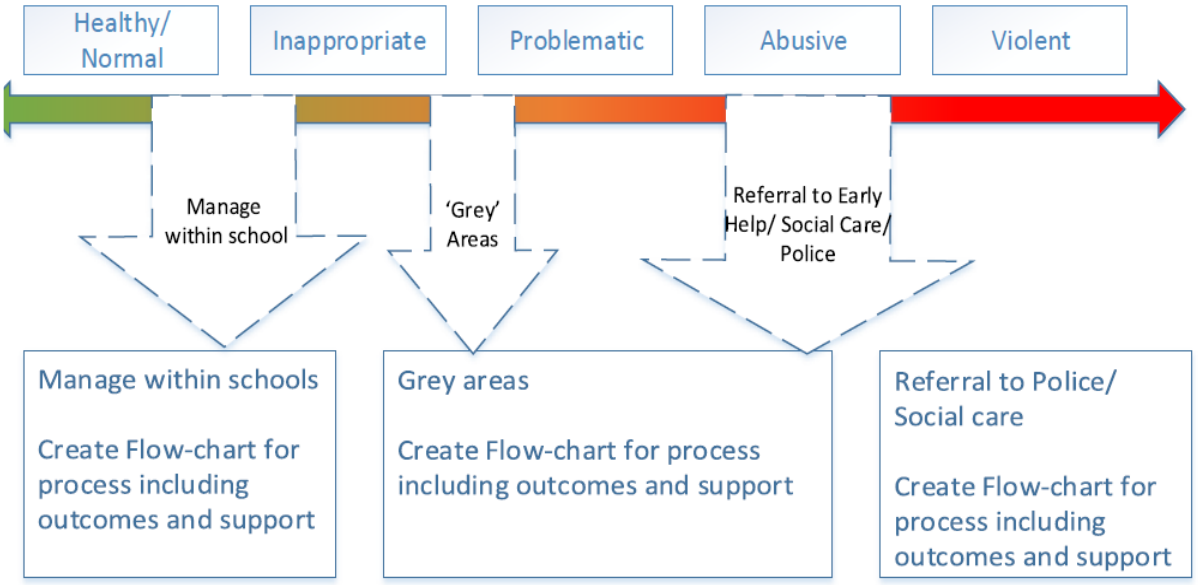
Action	YES/NO	Date
Police informed		
Referral to MASH/FFD		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

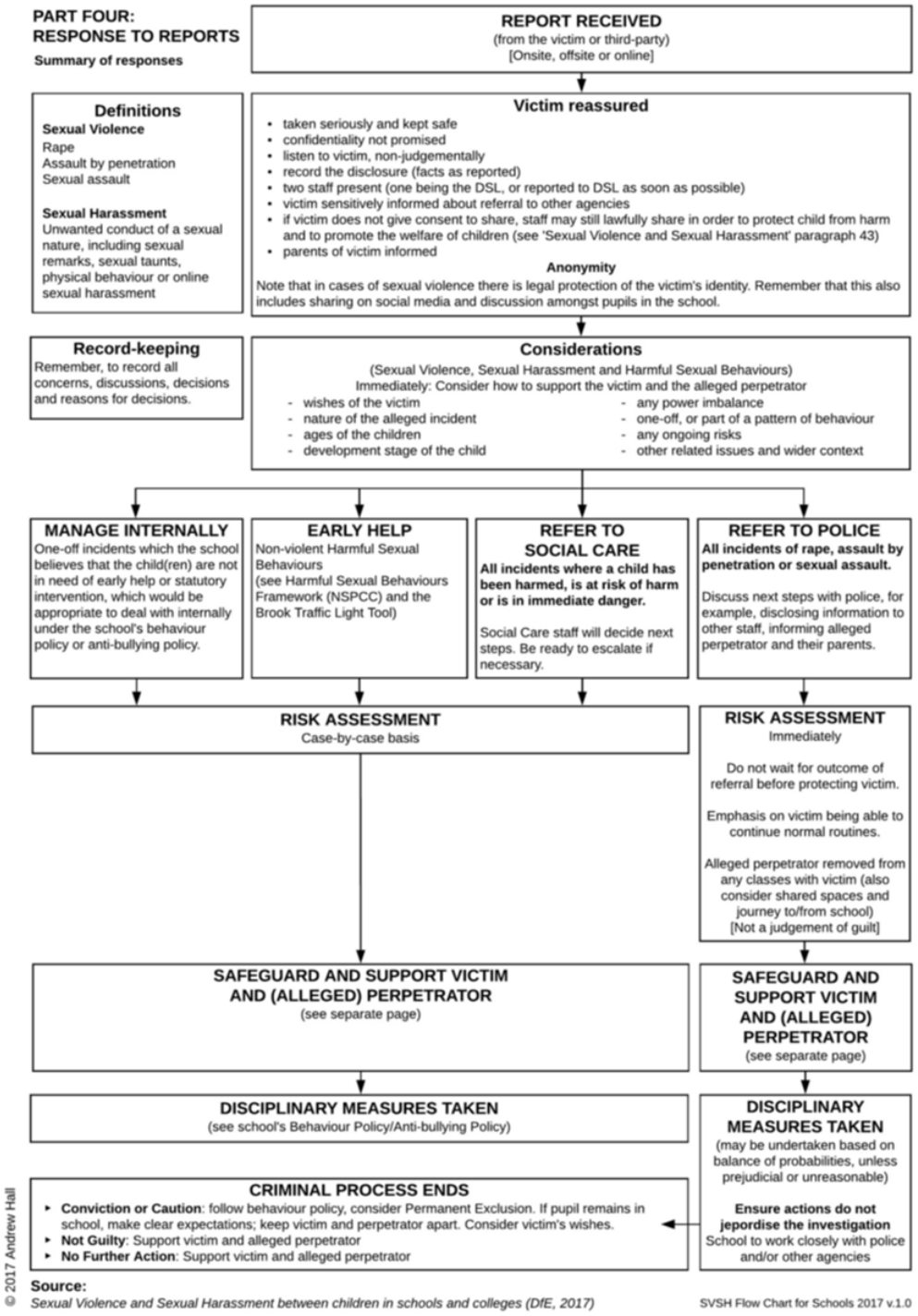
Action	YES/NO	Date
Police informed		
Referral to MASH/FFD		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

ANNEX B

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected Socially acceptable Consensual, mutual, reciprocal Shared decision making	• Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal	• 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	• 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	• Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/ or sexually arousing to the perpetrator • Sadism


Healthy/ Normal
Inappropriate
Problematic
Abusive
Violent
• Developmentally expected
• Socially acceptable
• Consensual, mutual, reciprocal
• Shared decision making
• Single instances of inappropriate sexual behaviour
• Socially acceptable behaviour within peer group
• Context for behaviour may be inappropriate
• Generally consensual and reciprocal
Problematic and concerning behaviour
• 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
• Victimising intent or outcome
• Includes misuse of power
• Coercion and force to ensure compliance
• Intrusive
• Informed consent lacking or not able to be freely given
• May include elements of expressive violence
• Physically violent sexual abuse
• Highly intrusive
• Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour
• Sadism
Additional considerations for determining level of harm
Single occurrence
Frequency
Repeated instance or pattern
No overt elements of discrimination
Elements of discrimination
E.g. race, gender, sexual orientation, physical, emotional or intellectual vulnerability
No evidence of pre-planning
Pre-planning
Evidence of pre-planning
No overt elements of power difference
Difference in power or authority of those involved
Power imbalance e.g. social status
Limited impact/effect on victim/s
Effect on the victim/s
Traumatising effect on victim/s
No attempts made
Attempts to intimidate victim/witness
Attempts to keep harm a secret
No other risk factors
Wider contexts
Further risk factors in family/neighbourhood/peers


Healthy/ Normal
Inappropriate
Problematic
Abusive
Violent
Manage within school
'Grey' Areas
Referral to Early Help/ Social Care/ Police
Manage within schools
Create Flow-chart for process including outcomes and support
Grey areas
Create Flow-chart for process including outcomes and support
Referral to Police/ Social care
Create Flow-chart for process including outcomes and support


PART FOUR:
RESPONSE TO REPORTS
Summary of responses
REPORT RECEIVED
(from the victim or third-party)
[Onsite, offsite or 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 reported to DSL as soon as possible)
victim sensitively informed about referral to other agencies
if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 43)
parents of victim informed
Anonymity
Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on 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 risks
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 school's behaviour policy or anti-bullying 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/from school)
[Not a judgement of guilt]
SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)
SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)
DISCIPLINARY MEASURES TAKEN
(see school's Behaviour Policy/Anti-bullying Policy)
DISCIPLINARY MEASURES TAKEN
(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)
Ensure actions do not jepordise the investigation
School to work closely with police and/or other agencies
CRIMINAL PROCESS ENDS
Conviction or Caution: follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
Not Guilty: Support victim and alleged perpetrator
No Further Action: Support victim and alleged perpetrator
Source:
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)
SVSH Flow Chart for Schools 2017 v.1.0
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