



Child-on-Child Abuse Policy

April 2023

POLICY No.72

DATE APPROVED BY GOVERNING BODY: 25.4.2023

DATE OF NEXT REVIEW: Summer 2024

LEAD: Angela Macvie

GOVERNOR RESPONSIBLE: Lorraine Petersen

Contents

	Page
1. Context and definition	3
2. Purpose of the policy	4
3. Framework and legislation	4
4. Related Policies	4
5. Responsibilities	4
6. Abuse and harmful behaviour	6
7. Types of abuse <ul style="list-style-type: none"> • Physical abuse • Sexual violence and sexual harassment • Bullying • Online bullying • Sexting, sharing nude or indecent images and up-skirting • Initiation / Hazing • Prejudiced Behaviour • Teenage relationship abuse 	6
8. Recognising child abuse	9
9. Expected staff action	10
10. Points to consider	11
11. Next steps	12
12. Preventative strategies	13
13. Further Information	13
14. Appendices	15

1. Context and Definition

- 1.1. Child-on-child abuse is behaviour by an individual child or group of children, intending to physically, sexually or emotionally hurt another child or group of children.
- 1.2. Children are vulnerable to abuse by other children. Child-on-child abuse should be taken as seriously as abuse by adults and should be subject to the same safeguarding and child protection procedures. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.
- 1.3. It is essential that all staff at Chadsgrove School understand the importance of challenging inappropriate behaviours between children 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. (Keeping Children Safe in Education 2022).
- 1.4. Child-on-child abuse can be motivated by perceived differences e.g. on the grounds of race, religion, gender, sexual orientation, disability or other differences. It can also result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. All staff should recognise that all children, including those with special educational needs and disabilities, are capable of abusing other children.
- 1.5. At Chadsgrove School, staff ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently in order to reduce the extent of harm to the child, including his/her emotional and mental health and well-being as well as ensuring physical safety. School staff, alongside the Designated Safeguarding Lead, have to make their own judgements about each specific case and should use this policy guidance to help.
- 1.6. All staff who work at Chadsgrove School 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.
- 1.7. Children can abuse other children. All staff should be aware of safeguarding issues from child-on-child abuse including:
 - Emotional harm and 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)
 - Initiation/hazing type violence and rituals
 - Teenage relationship abuse
 - Gang activity
- 1.8. This abuse can:
 - Be motivated by perceived differences e.g., on grounds of race, religion, gender, sexual orientation, disability or other differences
 - Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim

2. Purpose of this Policy

- 2.1. When dealing with matters relating to child-on-child abuse, 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
- 2.2. The purpose of this policy is to explore the various forms of child-on-child abuse. The policy also includes a planned and supportive response to the issues arising.

3. Framework and Legislation

- 3.1. This policy is supported by the following Legislation and key guidance:
- [The Children's Act, 1989](#), the key principles of which emphasises that the child's welfare is paramount.
 - [Working Together to Safeguard Children, 2018](#), which highlights that every assessment of a child, 'must be informed by the views of the child'
 - [Keeping Children Safe in Education, 2022](#) which ensures procedures are in place in schools and settings to hear the voice of the child
 - [DfE: Preventing and Tackling Bullying](#), July 2017

4. Related Policies

- 4.1. Child-on-child abuse is referenced in Chads Grove's Safeguarding and Child Protection Policy (Policy Number 73) which should be read in conjunction with this document. However, the sensitive nature and specific issues involved with child-on-child abuse necessitate separate policy guidance.
- 4.2. In addition, Chads Grove School also has the following policies in place that should be read in conjunction with this policy:
- Relationships and Sex Education (Policy Number 13)
 - Health & Safety (Policy Number 44)
 - Pupil Behaviour, Supervision, Anti-Bullying, Racial Harassment and Exclusions (Policy Number 56)
 - Online Safety and Acceptable Use (Policy Number 87)
 - Confidential Reporting - Whistleblowing (Policy Number 88)
 - Complaints Principles and Procedures (Policy Number 89)
 - Safeguarding for Pupils (Policy Number 95)
- 4.3. All of these policies can be found on the staff shared area of the school network and can also be accessed via the school website.

5. Responsibilities

All school staff

- 5.1. All school staff are reminded that **safeguarding (including child-on-child abuse) is everyone's responsibility.**

5.2. All school staff:

- Have a responsibility to safeguard and promote the welfare of children at Chadsgrove. This includes a responsibility to be alert to possible abuse and to record and report concerns to the Designated Safeguarding Lead
- Should be aware that they may need to work with other services as needed and assist in making decisions about individual children
- Are expected to maintain an attitude of 'it could happen here' where safeguarding is concerned and 'think beyond the obvious'
- Should always act in the interests of the child and have a responsibility to take action as outlined in this policy
- Have an individual responsibility to pass on safeguarding concerns and that, if all else fails, to report these directly to Children's Social Care or to the Police
- Should not dismiss abusive behaviour as, in any way, normal between children and should not develop high thresholds before taking action
- Should be aware of the potential uses of information technology for bullying and abusive behaviour between children
- Should be aware of the added vulnerability of children who have, themselves been the victims of abuse or violent crime including the risk that they may respond to this by abusing younger or weaker children.

Governing Body

5.3. The Governing Body has a specific responsibility to ensure that all of the requirements contained within [Keeping Children Safe in Education 2022](#) are met. Specifically, relating to child abuse, they should:

- Ensure the Safeguarding and Child Protection Policy includes procedures to minimise the risk of child-on-child abuse and sets out how allegations of child-on-child abuse will be investigated and dealt with
- Ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- Ensure that systems are in place for children to express their views and give feedback and that these systems operate with the best interests of the child at their heart

Head Teacher/Designated Safeguarding Lead

5.4. The Head Teacher has a responsibility to ensure that:

- The safeguarding policies and procedures adopted by the Governing Body are effectively implemented and followed by all staff
- Sufficient resources and time are allocated to enable herself, as Designated Safeguarding Lead, and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children

5.5. In her role as Designated Safeguarding Lead, the Head Teacher is also expected to:

- Refer cases of suspected abuse to the Local Authority children's social care as required
- Support staff who make referrals to Local Authority children's social care
- Refer cases where a crime may have been committed to the police as required
- Act as a point of contact with the three safeguarding partners
- Liaise with staff, as appropriate, on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for all staff
- Liaise with the Senior Leadership Team to inform them of relevant issues

- Liaise with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay
- Attend and contribute to Child Protection Conferences and other key partnership risk management meetings, when required, using the Signs of Safety model
- Link with the safeguarding partners to make sure staff are aware of any training opportunities and the latest policies on local safeguarding arrangements

6. Abuse and Harmful Behaviour

6.1. It is important to consider all of the different forms abuse may take and the subsequent actions required.

Child-on-child Abuse can include, but is not limited to:

- Emotional harm and 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)
- Initiation/hazing type violence and rituals
- Teenage relationship abuse
- Gang activity

6.2. There may be many reasons why a child harms another and it is important to understand why a child has engaged in such behaviour, including accidentally, before considering the action to be undertaken. Children who harm others may, themselves, have additional or complex needs, for example:

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

They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection themselves. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

7. Types of Abuse

There are many forms of abuse that may occur between children and this list is not exhaustive.

Physical abuse

7.1. 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 child has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexual Violence and Sexual Harassment

7.2. 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. It can happen directly but could also happen online.

7.3. Sexually harmful behaviour may include

- Inappropriate sexual language
- Inappropriate role play
- Sexual touching
- Sexual assault/abuse

7.4. School staff are expected to be aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way. They are also expected to be aware that it can happen both inside and outside of school. When referring to sexual violence, this policy is referring to sexual offences under the [Sexual Offences Act 2003](#) as follows:

- 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. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- Causing someone to engage in sexual activity without 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.)

7.5. 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.

7.6. It is important to note that

- 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

7.7. Sexually harmful behaviour from children is not always contrived or committed with the intent to harm others. Appendix A shows a continuum of sexual behaviours that is helpful in enabling staff to consider the level of harm of particular sexualised behaviours. However, this should only be used as a guide and alongside other contextual information that is available, for example a child's age and any special educational needs or disabilities that they may have.

7.8. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as it is to the child in receipt of it.

- 7.9. Staff at Chadsgrove School are expected to:
- Make it clear to children that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
 - Not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
 - Challenge 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
- 7.10. Any concerns with regard to Sexual violence or sexual harassment must always be referred immediately to the Designated Safeguarding Lead and followed up accordingly in line with the school’s Safeguarding and Child protection Policy (Policy Number 73)

Bullying

- 7.11. Bullying is unwanted, aggressive behaviour among children. Both children who are bullied and those who bully others may have serious, lasting problems.
- 7.12. In order to be considered bullying, behaviour must be aggressive and include:
- An imbalance of power: children 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
- 7.13. Bullying includes, but is not limited to, 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
 - Excluding someone from a group on purpose.

Online Bullying

- 7.14. 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.
- 7.15. Online bullying can take many forms and can include, but is not limited to:
- 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 or sharing private/identifying information online (Doxxing)
 - 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 child to self-harm
 - Pressuring children to send sexual messages or engaging in sexual conversations

Sexting / Sharing Nude or Indecent Imagery and Up-skirting

- 7.16. 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.
- 7.17. 'Up-skirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks in order to obtain sexual gratification or to cause the victim humiliation, distress or alarm. It is a criminal offence and anyone of any gender, can be a victim.
- 7.18. Any concerns with regard to sexting must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the guidance: [UKCIS: Sharing Nudes and Semi-Nudes: Advice for Education Settings](#).

Initiation/Hazing

- 7.19. Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private group, sports team etc.
- 7.20. There are a number of different forms of initiation/hazing, 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.

Prejudiced Behaviour

- 7.21. The term prejudice-related behaviour refers to a range of hurtful behaviours (physical, 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 and sexual identity.

Teenage Relationship Abuse

- 7.22. 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.
- 7.23. 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 also be child sexual exploitation.

8. Recognising Child-on-Child Abuse

- 8.1. When assessing an incident between children the following should be considered:
- The chronological and developmental ages of everyone involved
 - Any differences in power or authority in relation to age, race, gender, physical, emotional or intellectual ability
 - All alleged physical and verbal aspects of the behaviour and incident
 - Whether the behaviour involved inappropriate sexual knowledge or motivation
 - 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 intent of the behaviour, child's motivation or reason for the behaviour, if they admit that it occurred and whether it has been a deliberate or contrived situation for a child to be able to harm another
 - Whether this was a one-off incident or longer in duration
- 8.2. At Chadsgrove, staff are expected to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child, with full consideration to the impact on that individual child's emotional and mental health and well-being. Staff should consider the seriousness of the case and always consult the Designated Safeguarding Lead before taking any further in-school actions.

9. Expected Staff Action

- 9.1. It is important to deal with a situation of child-on-child abuse immediately and sensitively. Staff will not dismiss issues as 'banter' or 'growing up' or compare incidents to their own experiences of childhood.
- 9.2. Staff are expected to consider each issue and each individual in their own right before taking 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.
- 9.3. When notified of an incident, staff, along with the Designated Safeguarding Lead must:
- Always take complaints seriously and reassure alleged victims that this is the case
 - Gather the information as soon as possible to get the true facts
 - Think about the language used and the impact of that language on both the children and the parent carers when they become involved
 - Avoid language that may create a 'blame' culture and leave a child labelled
 - Talk to the children involved in a calm and consistent manner
 - Not be prejudiced, judgmental, dismissive or irresponsible
 - Assess the needs of both the victim and the alleged perpetrator
 - Consider referral to Police or Social Care and contribute to multi-agency assessments if necessary
 - Convene a risk management meeting when appropriate
 - Record all incidents and all action taken – at Chadsgrove, this must be via CPOMS
- 9.4. When recording sexualised behaviour on CPOMS, staff must:
- Be clear, explicit and non-avoidant, avoiding vague statements or euphemisms
 - Record as soon as possible, as detail can be quickly forgotten or confused. CPOMS must always be completed by the end of the school day in which the incident occurred
 - 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.
- 9.5. When gathering the facts surrounding an incident, staff must:
- Speak to all the children involved separately
 - Gain a statement of facts from them and use **consistent language** and **open questions** for each account

- Ask the children 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?)
 - Not interrogate or ask leading questions
 - Consider the Intent and if the incident was a deliberate or contrived situation for a child to be able to harm another?
- 9.6. Any action taken should be in line with the school's Safeguarding and Child Protection Policy
- 9.7. If MASH and the police intend to pursue an incident further, they may ask to interview the child in school or they may ask for parent carers to come to school to be spoken to. It is important for school staff to be prepared for every situation and the potential time that this may take.
- 9.8. Parent Carers will usually need to be informed of a situation involving their child. The best way to inform them is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a child may be suffering can cause fear and anxiety to parent carers whether their child is the child who was harmed or who harmed another.
- 9.9. If the child is 13+ and does not want to share with parent carers, the ['Gillick' Competency and the 'Fraser' guidelines](#) will be used to determine if this is appropriate.
- 9.10. In all circumstances where the risk of harm to a child is evident then the school should encourage the child to share the information with their parent carer (they may be scared to tell parent carers that they are being harmed in any way).
- 9.11. See Appendices B and C for further, detailed information with regard to risk assessments and responses to incidents involving behaviour of a sexual nature.

10. Further Points to Consider

What is the age of the children involved?

- 10.1. It is important to consider how old the children involved in the incident are and if there is any age difference between those involved. In relation to sexual exploration, for example, 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.

Where did the incident or incidents take place?

- 10.2. Staff should consider if the incident took place in an open, visible place to others and, if so, if it was observed. If not, then more supervision is likely to be required within that particular area.

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

- 10.3. Staff should consider if each of the children give the same explanation of the incident and also what the effect is on those involved.

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

- 10.4. Staff should consider if a child knows/understands what they are doing, for example, if they have knowledge of body parts, of privacy and that it is inappropriate to touch. Staff should also consider if a child's explanation in relation to something they may have heard or been learning about that has prompted the behaviour, if the behaviour is deliberate and contrived or if a child has an understanding of the impact of their behaviour.

Repetition

- 10.5. It is important to consider if the behaviour has been repeated to an individual on more than one occasion. In the same way, it must be considered if the behaviour persisted after the issue had already been discussed or dealt with and appropriately resolved.

11. Next Steps

- 11.1. 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.

For the child who has been harmed

- 11.2. What support a child requires depends on the individual. 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 child continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the child may need support in improving child groups/relationships with other children, or some restorative justice work with all those involved may be required.
- 11.3. Other interventions that could be considered may target a whole class, for example a speaker on online bullying, relationship abuse etc.

For the child who has displayed harmful behaviour

- 11.4. It is important to find out why the child has behaved in such a way. It may be that he/she 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.
- 11.5. Particular support from identified services may be necessary, for example, through an Early Help Referral and the child may require additional support from family members.
- 11.6. Once the support required to meet the individual needs of the child has been met, it is important that he/she receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the child 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 child 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 child cannot be educated on site until the investigation has concluded, in which case, the child will need to be provided with appropriate support and education elsewhere.
- 11.7. It may be that the behaviour that the child 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 child and the risks towards others are measured by all of those agencies involved including the child and their parent carers. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.
- 11.8. Chadsgrove School may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the child to reflect on their behaviour.

After care

- 11.9. It is important that following the incident the children 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 children 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 children following the incident(s) are imperative.

12.Preventative Strategies

- 12.1. Child-on-child abuse can and will occur at any school even with the most robust policies and support processes in place. As such, it is important to develop appropriate strategies to proactively prevent it.
- 12.2. Chads Grove School has an open environment where children feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/RSHE 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. The school makes sure that 'support and report' signposting is available to children, where appropriate.
- 12.3. Staff will not dismiss issues as 'banter' or 'growing up' or compare incidents to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.
- 12.4. All children at Chads Grove are supported in developing an understanding the boundaries of behaviour before it becomes abusive.
- 12.5. Chads Grove encourages its children to support changes and develop 'rules of acceptable behaviour'. Chads Grove involve children in the positive ethos in school and the school council has created the school's values.

13.Further Information

- 13.1. The following are sources of further information that may be useful to school staff:
- [DfE: Behaviour and discipline in schools, July 2020](#)
 - [DfE: Children Missing Education, September 2016](#)
 - [DfE: Cyberbullying: Advice for headteachers and school staff, November 2014](#)
 - [DfE: Mental health and behaviour in schools, November 2018](#)
 - [DfE: Preventing and Tackling Bullying, July 2017](#)
 - [DfE: Relationship Education and Relationship and Sex Education, September 2021](#)
 - [DfE: Searching, screening and confiscation at school, January 2018](#)
 - [DfE: Statutory guidance: Keeping children safe in education, September 2021](#)

- [DfE: Statutory guidance School suspensions and permanent exclusion, September 2022](#)
- [DfE: Statutory guidance: Working together to safeguard children, July 2022](#)
- [DfE: Teaching Online Safety in Schools, January 2023](#)
- [Equality and Human Rights Commission: Public Sector Equality Duty Guidance for Schools in England](#)
- [GOV.UK: Equality Act 2010: advice for schools](#)
- [Havering: Online CSE toolkit](#)
- [Key messages from research on children and young people who display harmful sexual behaviour \(PDF\)](#)
- [London Child Protection Procedures, October 2022](#)
- [NSPCC: Harmful Sexual Behaviour Framework](#)
- [UKCIS: Sharing nudes and semi-nudes: advice for education settings working with children and young people: Sexting guidance for schools, Dec 2020](#)
- [UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017](#)
- [UKCIS: Education for a connected world, June 2020](#)

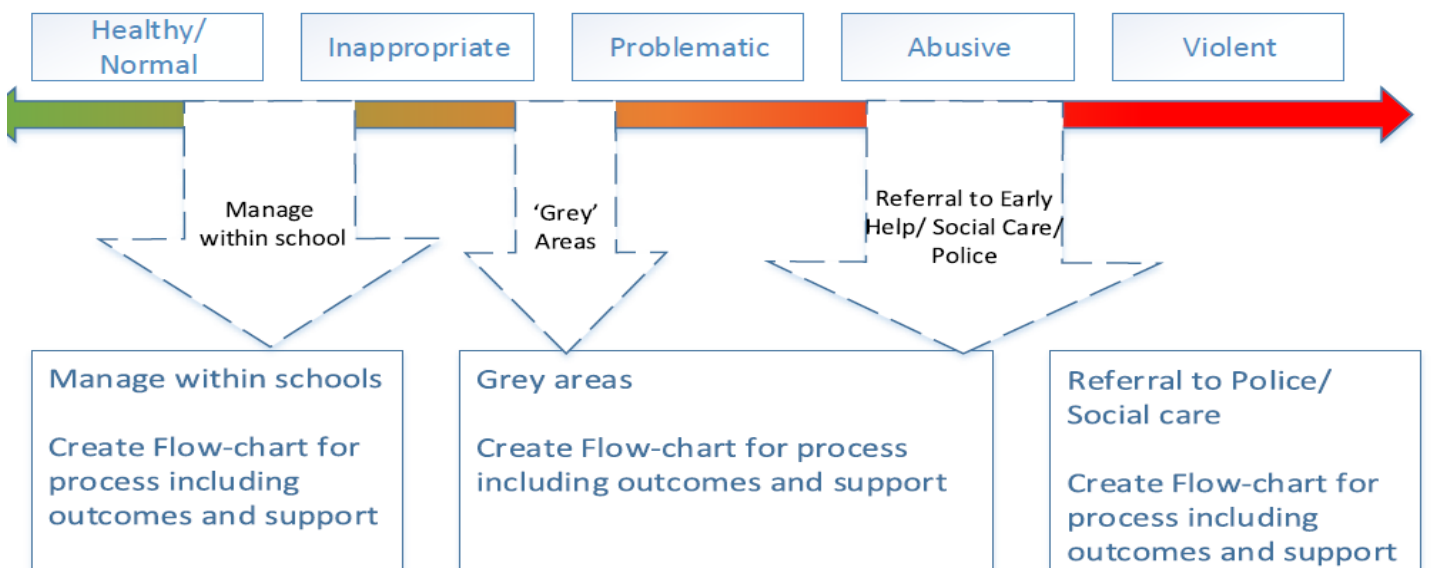
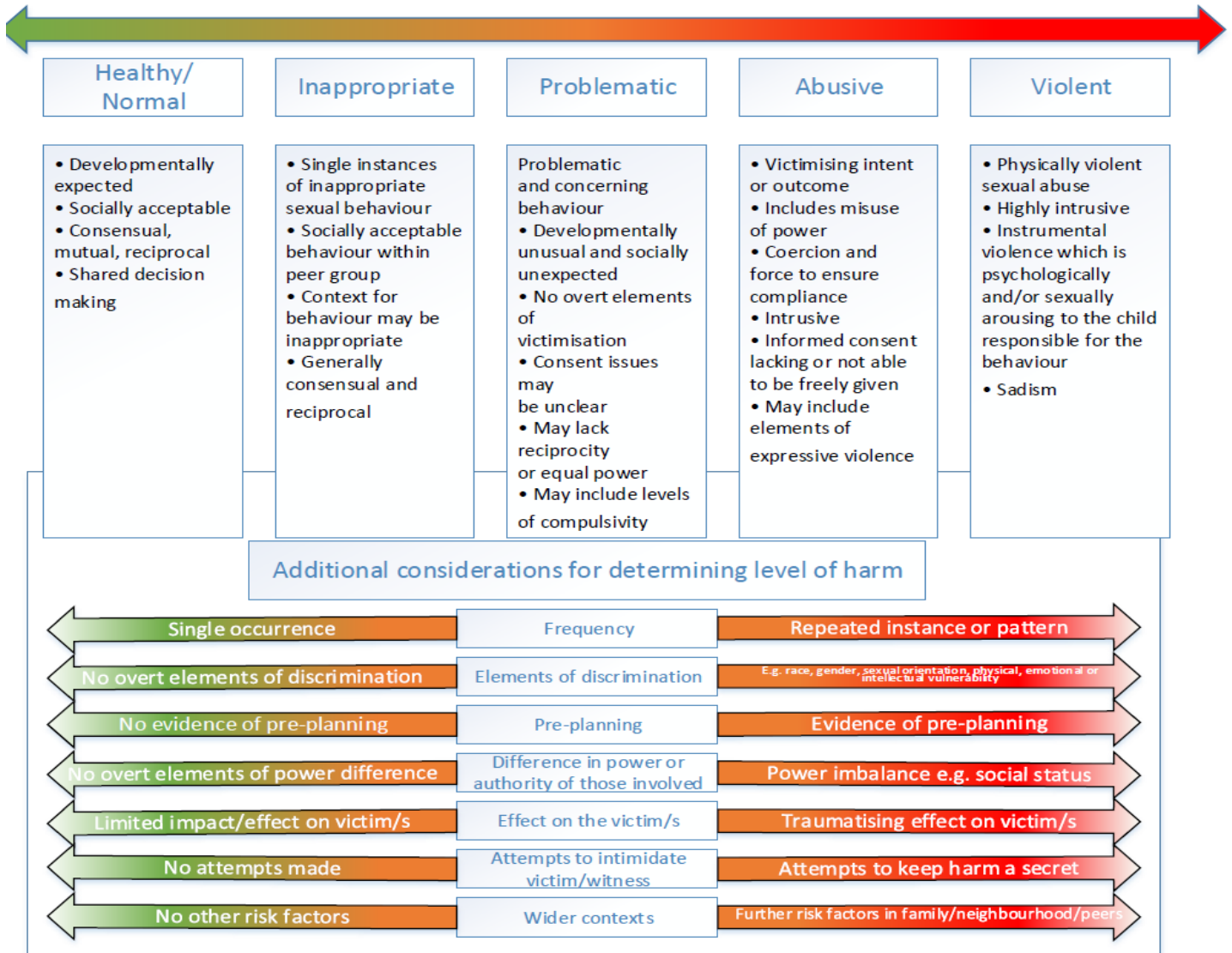
Appendices

Appendix A – Continuum of Sexual Behaviours

Appendix B – Response to Reports Flowchart

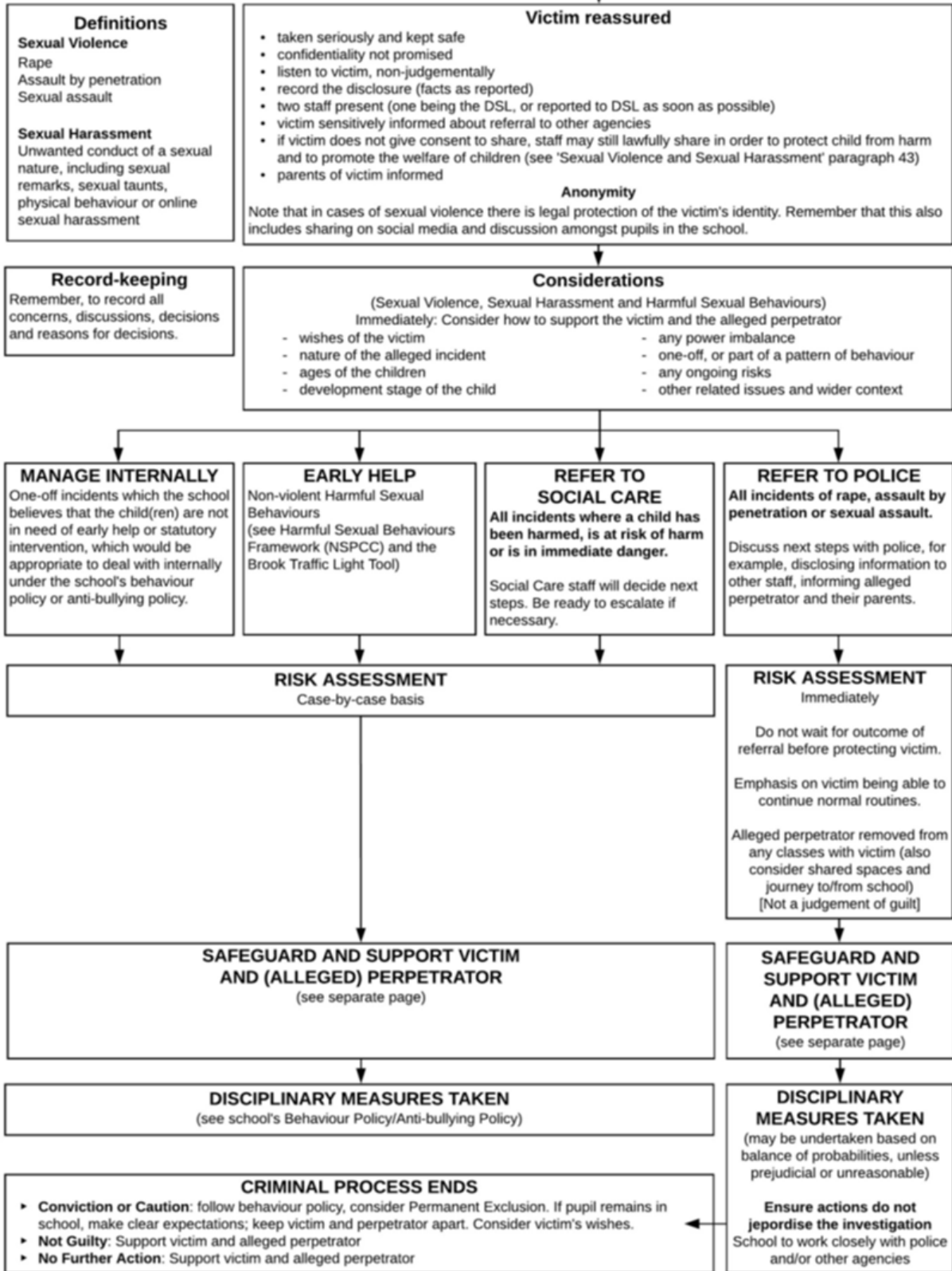
Appendix C – Risk assessment

Appendix A – Continuum of Sexual Behaviours



Appendix B – Response to Reports Flowchart

**PART FOUR:
RESPONSE TO REPORTS**
Summary of responses



© 2017 Andrew Hall

Source:
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

SVSH Flow Chart for Schools 2017 v.1.0

Appendix C - Risk Assessment

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

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER CHILDS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
<ul style="list-style-type: none"> • What is the incident? • Who was involved? • Where did it happen 				
<ul style="list-style-type: none"> • Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc etc. As such has this been referred to the police? 				
<ul style="list-style-type: none"> • 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. 				
<ul style="list-style-type: none"> • Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others? 				

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER CHILDS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
<ul style="list-style-type: none"> 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 child(s))? 				
<ul style="list-style-type: none"> Do they share classes? 				
<ul style="list-style-type: none"> Do they share break times? Do they share child/friendship groups? 				
<ul style="list-style-type: none"> Do they share transport to/from school? 				
<ul style="list-style-type: none"> Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? 				
<ul style="list-style-type: none"> How can such contact be limited? 				
<ul style="list-style-type: none"> Is there a risk of harm from social media and gossip? 				

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

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

