



Peer-on-Peer abuse: Managing Allegations Against Other Children

Guidance taken from:

Keeping Children Safe in Education (KCSIE) September 2020, and Sexual violence and sexual harassment between children in schools and colleges 2018. (It should be noted that both of these documents would be referred to in the event of suspected or actual peer on peer abuse.)
Peer on peer abuse toolkit, Farrer and Co 2020, Research in practice and Professor Simon Hackett's harmful sexual behaviour framework, 2nd edition 2010

Reviewed: September 2020

Interim review carried out: July 2021

Next Planned Review: September 2021

Introduction

At Newdale Primary School and Nursery, we believe that children have a right to attend school and learn in a **safe** environment. Children should be free from harm by adults and other children in school.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Our staff recognise that children are capable of abusing their peers. Abuse is abuse and all of the staff at Newdale Primary School and Nursery are clear that it is not tolerated and will never be passed off as 'banter', 'part of growing up' or 'just having a laugh'¹.

The governors, senior leadership team, and all staff (which term shall apply to all volunteer staff members) at Newdale Primary School and Nursery are committed to the prevention, early identification, and appropriate management of peer-on-peer abuse (as defined below) both within and beyond the School.

In particular, we:

- believe that in order to protect children, all schools should (a) be aware of the nature and level of risk to which their students are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and (b) take a whole-school community Contextual Safeguarding approach to preventing and responding to peer-on-peer abuse,
- regard the introduction of this policy as a preventative measure. We (a) do not feel it is acceptable merely to take a reactive approach to peer-on-peer abuse in response to alleged incidents of it; and (b) believe that in order to tackle peer on-peer abuse proactively, it is necessary to focus on all four of the following areas: (i) systems and structures; (ii) prevention; (iii) identification; and (iv) response/intervention
- recognise national and increasing concern about this issue, and wish to implement this policy in order to mitigate harmful attitudes and peer-on-peer abuse in the school setting, and encourage parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the School so that it can ensure that appropriate and prompt action is taken in response.

What is peer-on-peer abuse?

Peer-on-peer 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 associations².

Our staff are aware that children can abuse other children (often referred to

¹ Keeping Children safe in Education 2020, page 27.

² Peer on peer abuse toolkit, Farrer and Co 2020

as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- 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;
- upskirting which 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;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals³.

This policy –

- is the School's overarching policy for any issue that could constitute peer-on-peer abuse. It relates to, and should be read alongside, the School's child protection policy and any other relevant policies including, but not limited to, bullying (including cyber-bullying), youth involved sexual imagery, online safety, IT use, data protection and retention of records, children missing in education, student behaviour and discipline, exclusions, and (where relevant) weapons.
- sets out our strategy for improving prevention, and identifying and appropriately managing peer-on-peer abuse. It is the product of a comprehensive consultation – which has involved students, staff and parents, and a risk assessment.
- applies to all [governors, the senior leadership team, and staff]. It is reviewed annually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which students are or may be exposed. A number of staff and students are involved in each annual review which involves, and is informed by, an assessment of the impact and effectiveness of this policy over the previous year,
- recognises that abuse is abuse, and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up',
- is compliant with the statutory guidance on peer on-peer abuse as set out in Keeping Children Safe in Education (September 2020)
- does not use the term 'victim' and/or 'perpetrator'. This is because our School takes a safeguarding approach to all individuals involved in concerns or allegations about peer-on-peer abuse, including those who are alleged to have been abused, and

³ Keeping children safe in Education 2020, page 10.

those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter. Research has shown that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers.⁴ It is also more likely that girls will be victims and boys perpetrators, but all peer-on-peer abuse is unacceptable and will be taken seriously⁵.

- uses the terms ‘child’ and ‘children’, which is defined for the purposes of this policy as a person aged under 18. We have nonetheless chosen not to restrict our approach to peer-on-peer abuse under this policy to children but instead to adopt a wider interpretation of our safeguarding responsibilities so that they apply to all students, regardless of age. Although the starting point is that the School’s response to peer-on-peer abuse should be the same for all students, regardless of age, there may be some different considerations in relation to, for example, a child aged under 10, or a student aged 18 or over in terms of how local agencies and/or partners respond.
- should, if relevant, according to the concern(s) or allegation(s) raised, be read in conjunction with the DfE’s advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE’s Advice) (May 2018), and any other advice and guidance referred to within it, as appropriate, and
- should be read in conjunction with the Local Safeguarding Partnership’s Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

Key definitions -

Bullying: Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. This includes any repeated words or actions, which are aimed at causing someone to feel frightened, miserable and helpless. Bullying can take many forms, including:

- Verbal: e.g. name calling, sarcasm, threatening & teasing
- Physical: e.g. pushing, hitting, kicking, punching or any use of physical aggressive contact
- Social: e.g. ignoring, spreading rumours or treating someone like an outsider
- Psychological: e.g. stalking & intimidation

Cyber-bullying: ‘Virtual’ bullying using technology (e.g. chat rooms, instant messaging, email & mobile phone) which can occur in or outside College. Cyber-bullying can happen at all times of the day, with a potentially bigger audience, as people can forward on content very quickly and easily.

⁴ Radford, L., Corral, S., Bradley, (et al) Child abuse and neglect in the UK today, 2011 (see in particular, Section 5): <https://www.nspcc.org.uk/globalassets/documents/research-reports/child-abuse-neglect-uktoday-research-report.pdf>

⁵ Keeping Children safe in Education 2020, page 27

Sexting: Whilst professionals refer to the issue as 'sexting' there is no clear definition. KCSIE 2020 – 'Youth produced sexual imagery.' Many professionals consider sexting to be sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet but learners may be more likely to interpret sexting as writing and sharing explicit messages with people they know. Creating and sharing sexual photos and videos of under-18s, including selfies, is illegal.

Harassment: Any conduct which is unwanted by a learner, which affects the dignity of the pupil or groups of pupils. Harassment may be repetitive or an isolated occurrence against one or more pupils.

The Equality Act 2010

The Equality Act 2010 replaced previous anti-discrimination laws with a single Act. A key provision was a new public sector Equality Duty, which came into force on 5 April 2011. This requires Newdale Primary School and Nursery to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

Safeguarding allegations: -

Peer on peer abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves.

Very occasionally, allegations of a safeguarding nature may be made against children by other children in the school. Though very rare, safeguarding issues raised in this way may include physical abuse, emotional abuse both in person and via social media, sexual abuse and sexual exploitation.

We recognise that children who have disabilities and/ or SEND may have additional barriers to disclosing incidents of a Child Protection nature. For pupils who are non verbal and / or have SEND barriers, we would use different methods such as the persona dolls or strategies in use already with these children to support them to share any concerns that they may have. Staff are trained to a high level in recognising signs of abuse and neglect and are fully aware of the policies and procedures to be followed in these instances.

In the case of Peer on Peer abuse, it is likely that some or all of the following features will be found.

The allegation:-

- is made against an older child and refers to their behaviour towards a younger child.
- is where a more vulnerable child is the victim.
- is of a serious nature, possibly including a criminal offence.
- raises risk factors for other children in the school.
- indicates that other children may have been affected by this child.
- indicates that young people outside the school may be affected by this child.

Peer on peer abuse can take many forms and each case needs to be taken seriously and acted upon immediately.

Examples of safeguarding issues against a child could include:

(We appreciate that the risk of this happening in primary school is low, however it is still deemed a risk).

Physical Abuse

Violence, particularly pre-planned
Forcing others to use drugs or alcohol

Emotional Abuse

Blackmail or extortion
Threats and intimidation either in person or via social media platforms.

Sexual Abuse

Indecent exposure, indecent touching or serious sexual assaults
Forcing others to watch pornography or take part in sexting

Sexual Exploitation

Encouraging other children to attend inappropriate parties
Photographing or videoing other children performing indecent acts.

Initiation or Hazing type activities

In areas where gangs are prevalent, older children may attempt to recruit younger children using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence. As a school we are aware of our duty to take into account 'contextual safeguarding'.

What is meant by sexual violence and sexual harassment between children?

Taken from: *Sexual violence and sexual harassment between children in schools and colleges 2018*

<https://www.gov.uk/government/publications/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.

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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and school staff are supported and protected as appropriate.

Evidence highlights why it is important that all staff have an understanding of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that **girls will be the victims** of sexual violence and sexual harassment and **more likely it will be perpetrated by boys. Children who have SEND or who are members of the LGBTQ community are also at greater risk.**

- The Women and Equalities committee (WEC) found a number of large scale surveys find girls consistently reporting high levels of sexual harassment and sexual violence in schools and colleges
- Girlguiding's Girls' Attitudes Survey 2017 found 64% of girls aged 13-21 had experienced sexual violence or sexual harassment at school or college in the past year. This included 39% having their bra strap pulled by a boy and 27% having their skirts pulled up within the last week.
- Over a third (37%) of female students and 6% of male students at mixed-sex schools have personally experienced some form of sexual harassment at school.⁷
- Almost a quarter (24%) of female students and 4% of male students at mixed-sex schools have been subjected to unwanted physical touching of a sexual nature while at school.⁸
- Girls (14%) were significantly more likely than boys (7%) to report that their partner had pressured them to share nude images of themselves in the last year.⁹
- Girls are significantly more likely to be victimised with unwanted sexual messages and images from their peers online, with 31% of female respondents aged 13-17 years saying they had experienced this in the last year compared to 11% of male respondents.¹⁰
- In 2016/17 the NSPCC childline service provided over 3000 counselling sessions to children and young people concerned about being sexually assaulted by their peers.

What we should be aware of

Schools 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”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Sexual violence

It is important that schools are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence.

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹³. For full definitions of Rape, Assault by penetration and sexual assault please refer to the definitions in Keeping children safe in Education pages 92 and 93.

Sexual harassment

For the purpose of this advice, when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. 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 (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁸ It may include:
 - non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats.

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. A useful umbrella term is “harmful sexual behaviour”. The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. See NSPCC: Harmful sexual behaviour for more information on what is harmful sexual behaviour.

Harmful sexual behaviour can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviour have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Minimising the risk of safeguarding concerns towards children from other children:-

These children will need an individual risk management plan to ensure that other children are kept safe and they themselves are not laid open to malicious

allegations. There is a need to balance the tension between privacy and safeguarding.

What to do:-

Our initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

When an allegation is made by a child against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) should be informed immediately.

In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed. As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with their child protection policy. They should not assume that someone else is responding to any incident or concern. If in any doubt, they should speak to the designated safeguarding lead (or a deputy). In such cases, the basic safeguarding principles remain the same, but it is important for the school to understand why the victim has chosen not to make a report themselves. This discussion should be handled sensitively and with the support of children's social care if required.

There may be reports where the alleged sexual violence or sexual harassment involves pupils or students from the same school, but is alleged to have taken place away from the school, or online. There may also be reports where the children concerned attend two or more different schools. The safeguarding principles, and individual schools' duties to safeguard and promote the welfare of their pupils and students, remain the same. In such circumstances, appropriate information sharing and effective multi-agency working will be especially important.

As per Part one of Keeping Children Safe in Education, all staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose information to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;

- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.;
- for non verbal and or SEND pupils, use other communication methods that they are familiar with, such as persona dolls, lego build to express or Makaton.
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes, especially if a second member of staff is present. However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted.

At Newdale, a factual record will be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The incident will be recorded on CPOMS.

- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of [searching, screening and confiscation](#) advice (for schools) and [UKCCIS sexting](#) advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice (links above) provides more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report

Considering confidentiality and anonymity

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. The school should only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children. The designated safeguarding lead (or a deputy) should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk);
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to children's social care;
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

If the designated safeguarding lead (or a deputy) do decide to go ahead and make a referral to children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools should be aware of anonymity, witness support and the criminal process in general so they can offer support and act appropriately.

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

Schools should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The DSL should **contact Family Connect (Tel: 01952 385385)** to discuss the case. It is possible that Family Connect are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a Family Connect referral. There will need to be a referral for both the victim and perpetrator, with subsequent requests for service.

The DSL will make a record of the concern on CPOMS (if this has not already been created) and the discussion and any outcome and keep a copy on file.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the child being complained about for a period of time according to the school's behaviour policy and procedures.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them;

Risk assessments should be recorded (written or electronic) and should be kept under review. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

At all times, the school should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

The risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the schools approach to supporting and protecting their pupils and students and updating their own risk assessment.

After the case

No matter what the outcome is of an allegation of abuse against another child, the school will review the case to see if there are any improvements that can be made in its practice or policy that may help to prevent similar cases in the future. Reviews will be ongoing and long lasting, with information being passed at the point of transition.

Action following a report of sexual violence and/or sexual harassment

What to consider

Schools should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the schools or college's 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;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour
- 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 significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- is the alleged incident is a one-off or a sustained pattern of abuse?
- are there ongoing risks to the victim, other children, or school staff?;
- other related issues and wider context.

Children sharing a classroom: Initial considerations when the report is made⁶

Any report of sexual violence is likely to be traumatic for the victim. However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school or college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim.

The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school or college, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school or college transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated, reflecting the considerations set out earlier. The wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

Options to manage the report

⁶ All guidance in this section is taken directly from Keeping Children Safe in Education 2020, pages 72 and 73.

It is important that schools and colleges consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that should 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, the school should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

However, as per general safeguarding principles, this does not and should not stop the school or college taking immediate action to safeguard their children, where required.

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

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support.
- Whatever the schools or college's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic using CPOMS).

2. Early help

- In line with point 1 above, the school may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life.

Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

- Full details of the early help process are in Chapter 1 of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education as set out in Part three of this advice and engagement with parents and carers.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic using CPOMS).

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools should make a referral to local children's social care.
- At the referral to children's social care stage, schools will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
- Schools should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any children directly involved in the reported incident and all children (and adult students) at the school or college should be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic via CPOMS).

Reporting to the police

- Any Report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.

- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, schools will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim as required.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic CPOMS).

Managing any delays in the criminal process

There may be delays in any case that is being progressed through the criminal justice system. Schools should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children in the school or college. The risk assessment will help inform any decision.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure

any actions the school or college take do not jeopardise the police investigation.

If schools or colleges have questions about the investigation, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions).

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the school should update its risk assessment, ensure relevant protections are in place for all the children at the school and, if it has not already, consider any suitable action in light of their behaviour policy.

If the perpetrator remains in the same school as the victim, the school should be very clear as to their expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school. It will be important that the school ensures both the victim and alleged perpetrator remain protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school should continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. Schools should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience

Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- The school should think carefully about the terminology it uses to describe the "victim".
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools should be aware that, by

the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator.

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape. Support can include:
 - Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.
 - Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.
- Child and adolescent mental health services (CAMHS).
- Rape Crisis Centre's can provide therapeutic support for children who have experienced sexual violence.
- Internet Watch Foundation (to potentially remove illegal images)

Victims may not disclose the whole situation immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools should ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's. Schools should respect and support this choice.

- A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools should 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 should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools should provide a physical space for victims to withdraw.
- It may be necessary for schools to maintain arrangements to protect and support the victim for a long time. Schools should be prepared for this and should work with children's social care and other agencies as required.
- It is important that the school does everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.
- Whilst they should be given all the necessary support to remain in their school or college, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).
- It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate, their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Safeguarding and supporting the alleged perpetrator

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- The school will have a difficult balancing act to consider. On one hand they need to safeguard the victim (and all other children, adult students and staff at the school or college) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.
- 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 the school or college. Schools should work with professionals as required to understand why a child may have abused a peer. It is important to remember that, as a child, any

alleged perpetrator is entitled to, deserving of, and should be provided with, a high level of support to help them understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again.

- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviour in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children, adult students and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.

Ongoing Considerations: Victim and alleged perpetrator sharing classes

Once the designated safeguarding lead (or a deputy) has decided what the next steps will be in terms of progressing the report, they should consider again the question of the victim and alleged perpetrator sharing classes and sharing space at school. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them.

It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate. As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools and colleges should follow general safeguarding principles as per this guidance.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. The school should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from school or where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the

alleged perpetrator. Close liaison with the police is essential.

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

Where a criminal investigation into sexual assault leads to a conviction or caution, the school should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

In all cases, schools should record and be able to justify their decision making.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied.

The process will have affected both victim and alleged perpetrator. Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

In all cases, schools should record and be able to justify their decision-making.

All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Discipline and the alleged perpetrator

Schools

With regard to the alleged perpetrator, advice on behaviour and discipline in schools is clear that teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them.

Disciplinary action can be taken whilst other investigations by the police and/or children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis.

The designated safeguarding lead (or a deputy) should take a leading role. The school should consider if, by taking any action, they would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or children's social care should help the school make a determination.

It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach their own view about what happened while an independent investigation is considering the same facts.

Discipline and support

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary. The school or college should be very clear as to what its approach is.

On the one hand there is preventative or forward-looking action to safeguard the victim and/or the perpetrator, especially where there are concerns that the perpetrator themselves may have been a victim of abuse; and, on the other, there is disciplinary action to punish a perpetrator for their past conduct.

The school should be very clear as to which category any action they are taking falls or whether it is really both, and should ensure that the action complies with the law relating to each relevant category.

Working with parents and carers

The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. Schools should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, children's social care and/or the police will have a very clear view and it will be important for the school or college to work with relevant agencies to ensure a consistent approach is taken to information sharing.

It is good practice for the school to meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school to meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions should be explained. Support for the alleged perpetrator should be discussed.

The designated safeguarding lead (or a deputy) would generally attend any such meetings. Consideration to the attendance of other agencies should be considered on a case-by-case basis.

Clear behaviour policies and child protection policies, especially policies that set out the principles of how reports of sexual violence will be managed and how victims and perpetrators are likely to be supported, that parents and carers have access to, will, in some cases, help manage what are inevitably very difficult conversations.

Parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child. Details of organisations that support parents are provided in Annex A of *Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads May 2018*; Schools and colleges should consider signposting parents to this support.

Safeguarding other children

Consideration should be given to supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". The school should be doing all they can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed.

Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator and a very high likelihood that friends from either side could harass the victim or alleged perpetrator online and/or become victims of harassment themselves.

School transport is a potentially vulnerable place for a victim or alleged perpetrator following any incident or alleged incident. The school or college, as part of its risk assessment, should consider any additional potential support needs to keep all of their children safe.

A whole school or college approach to safeguarding, a culture that makes clear that sexual violence and sexual harassment is always unacceptable, and a strong preventative education programme will help create an environment in which all children at the school or college are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

It is important that schools and colleges keep their policies, processes and curriculum under constant review to protect all their children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes or relevant parts of the curriculum.

The role of education in prevention

The most effective preventative education programme will be through a whole-school approach that prepares pupils for life in modern Britain. Newdale has a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum.

Such a programme has been developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and may tackle such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

Good practice allows children an open forum to talk things through. Such discussions can lead to increased safeguarding reports. Children should be made aware of the processes to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

Other advice and guidance

This advice should not be read in isolation. It is important for schools and colleges to consider other relevant advice and guidance, including the following (which is not intended to be an exhaustive list), as part of their approach to protecting children from sexual violence and sexual harassment:

- Exclusions From Maintained Schools, Academies and PRUs (statutory guidance)
- Keeping Children Safe in Education 2020 (statutory guidance)
- Sex and Relationship Education (statutory guidance for maintained schools and academies)
- Working Together to Safeguard Children (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools)
- Children Missing Education (advice for schools)
- Cyberbullying (advice for schools)
- Equality Act 2010 and Public Sector Equality Duty (advice for schools)
- Equality Act 2010 Technical Guidance (advice for further and higher education providers)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools)
- The Equality and Human Rights Commission (provides advice on avoiding discrimination in a variety of educational contexts)
- UKCCIS Sexting advice (advice for schools and colleges)



Support for Children who harm other Children, Victims and their Families

Support for who?	Agency/Organisation	What support is available	
Victims	Police	Intermediaries for supporting victims through court proceedings	
	Youth Justice Service (YJS)	Victim Support Worker	
	Axis Counselling	Counselling for 12 years + for sexual abuse.	
	Newstart Networks	Support for 3 – 23 year olds for those who experience trauma. Contact details 01743 or 01743 453517.	
	BeeU Emotional Health and Wellbeing (0 – 25) service (MPFT)		Referrals need to be made via a single point of access by email at 025SPA@sssft.nhs.uk or telephone at 0300 124 0093.
			Access services directory for Kooth, an anonymous 24-hour online service offering peer support, self-help and have trained counsellors to talk to. Anyone aged 11-25, living in Telford and Wrekin can register to access this service and you don't need to be referred or have an appointment.
			Access services directory for The Children's Society, which deliver health promotion, prevention and early help and support as well as working with young people to aid transition/sign posting to other services or resources. Drop in sessions are available in Telford. You don't need to be referred or have an appointment.
	Glade	Paediatric: 0800 953 4131, email: info@the-glade.org.uk , www.bhamcommunity.nhs.uk/psas	
	NSPCC	Seek advice and guidance. 0808 800 5000. www.nspcc.org.uk Email help@nspcc.org.uk	
	Sexual Health Service	0300 123 0994, www.sexualhealth.sssft.nhs.uk	
	Midwifery		Vulnerable Midwife
TIMS (Teenage Identified Midwives) support young people during their pregnancy and early months			
Family Nurse Partnership			
School Nurses	Linked to schools, but support the young person rather than the teachers. Contact the		

Support for who?	Agency/Organisation	What support is available
		school for details of the designated school nurse.
	Independent Domestic Violence Advocacy Service (IDVAs)	Support for victims of domestic abuse
	Multi Agency Risk Assessment Conference (MARAC)	Multi-agency support and signposting
	Telford & Wrekin Clinical Commissioning Group (CCG)	GP internal counselling services
	Social Care (Telford & Wrekin Council)	Contact Family Connect 01952 385385 or www.familyconnect.telford.co.uk
	Early Help & Support (Telford & Wrekin Council)	Contact Family Connect 01952 385385. Delivery of Targeted Group Support Whole family working
	Youth Justice Service	Victims Officer 01952 385985, wmyos@westmercia.pnn.police.uk
Perpetrator	Police	Appropriate adult
	Youth Justice Service (YJS)	CAMHS worker
		Education worker
		Substance Misuse worker
		AIM assessment (Harmful Sexual Behaviour)
	Newstart Networks	Support for 3 – 23 year olds, not specific to offences, look at the victims impact and underlying reasons. Contact 01743 453515 or 01743 453517.
	Multi Agency Public Protection Arrangements (MAPPA)	Multi-agency support and signposting
	Multi Agency Risk Assessment Conference (MARAC)	Multi-agency support and signposting
	Social Care (Telford & Wrekin Council)	Contact Family Connect 01952 385385. A referral would be made to the Brokerage Team to commission or signpost to the most appropriate service
	Early Help & Support (Telford & Wrekin Council)	Contact Family Connect 01952 385385. Delivery of Targeted Group Support Whole family working
NSPCC	Seek advice and guidance. 0808 800 5000. www.nspcc.org.uk Email help@nspcc.org.uk	
Sexual Health Service	0300 123 0994, www.sexualhealth.sssft.nhs.uk	
Families	Police	Intermediaries for supporting victims through court proceedings
		Family Liaison Officer

Support for who?	Agency/Organisation	What support is available
	Youth Justice Service (YJS)	Refer to safeguarding for further support
		Parenting Orders
		Normally work with the young person
	Newstart Networks	Family work
		Safety plans
		Understanding reasons behind the behaviour
		How to keep the young person safe (victim and perpetrator)
		Looking at the trauma they have experienced
	Telford & Wrekin Clinical Commissioning Group (CCG)	Look at the family as a whole, especially with siblings
		Contact details 01743 or 01743 453517
Services for a young person commissioned on an individual basis where the need is identified		
Social Care (Telford & Wrekin Council)		
Contact Family Connect 01952 385385 or www.familyconnect.telford.co.uk		
Early Help & Support (Telford & Wrekin Council)		
NSPCC	Contact Family Connect 01952 385385. Delivery of Targeted Group Support	
	Whole family working	
NSPCC	Seek advice and guidance. 0808 800 5000. www.nspcc.org.uk	
	Email help@nspcc.org.uk	
Foster Carers	Telford & Wrekin Council	All Foster Carers have the same support as other parents or carers, whereby support is accessed via the dedicated Foster Carers Support Service run by the Fostering Support Team. This includes an out of hours service.
Schools	Police	Safer Neighbourhood Teams – Police Community Support Officers (PCSOs) link with schools
		Information shared with schools
	Youth Justice Service (YJS)	Education worker provides links and support to schools to manage the perpetrator's behaviour and get them back into school. 01952 385985, wmyos@westmercia.pnn.police.uk
	Newstart Networks	Looking to develop working with schools, including direct work with the young person. Contact details 01743 or 01743 453517
	Education (Telford & Wrekin Council)	Information on the support provided by schools and services available are listed in the Child Protection and Safeguarding in Schools Policies
Professionals	All	Partnership working
		Managers/Supervisors
		Training
		Supervision
		Internal counselling services/Occupational Health

Support for who?	Agency/Organisation	What support is available
		Resilience training

Policy Review

This policy will be reviewed annually by the Designated Safeguarding leads.
Next review: September 2021

A review was held in May 2018, following the publication of Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads May 2018



Annex

Risk Assessment for Peer on Peer Sexual Abuse/ Harmful Sexual Behaviour

All text in italics is taken directly from Keeping Children Safe in Education 2020, pages 71 – 81

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;*
- the alleged perpetrator; and*
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them*

The terms victim and alleged perpetrator are used to identify the children involved. There should be no assumption of guilt on the part of the alleged perpetrator, pending investigation. *Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).*

Each section/question will be considered from the perspective of both pupils. Considerations will be given for the impact on, and needs of, the wider school community. All concerns and proposed actions will be recorded.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The risk assessment at paragraph 275 (KCSIE 2020) is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

Newdale Primary School and Nursery will work with the local multi-agency safeguarding hub (MASH) and other agencies as necessary when completing this risk assessment. This document should be reviewed frequently to ensure it is fit for purpose.



Newdale Primary School and Nursery *will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's 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;*
- *the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;*
- *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 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;*
- *are there ongoing risks to the victim, other children, adult students or school or college staff; and*
- *other related issues and wider context.*

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

***A risk assessment should be completed for all cases relating to sexual violence or alleged sexual violence. Sexual violence is defined by the sexual offences act 2002 as "criminal acts: rape, assault by penetration and sexual assault".**

***This risk assessment should be completed with reference to Keeping Children Safe In Education 2020, DFE Sexual Violence and Sexual Harassment in schools and colleges 2018 (Update due September 2020).**



Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim. However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator is likely to be especially distressing.

Whilst our staff establish the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim. We will also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or premises.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school or, should be considered immediately. In all cases, the initial report should be carefully evaluated, reflecting the considerations set out above. The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

All text in italics is taken directly from Keeping Children Safe in Education 2020, pages 72 - 73



ASPECTS TO CONSIDER	RISK (CONSIDER VICTIM, ALLEGED PERPETRATOR, OTHER PUPILS 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 are the wishes of the victim? 				
<ul style="list-style-type: none"> • What was the nature of the incident? 				
<ul style="list-style-type: none"> • Was it a crime? 				
<ul style="list-style-type: none"> • What are the ages of the children involved? 				
<ul style="list-style-type: none"> • What are the developmental stages of the children involved? 				
<ul style="list-style-type: none"> • Consider the power balance between the victim and perpetrator – For example, is the alleged <ul style="list-style-type: none"> • perpetrator significantly older, more mature or more confident? Does the victim • have a disability or learning difficulty? 				

ASPECTS TO CONSIDER	RISK (CONSIDER VICTIM, ALLEGED PERPETRATOR, OTHER PUPILS 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 the alleged incident one off or a sustained pattern of abuse? 				
<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 alleged perpetrator to the victim and/or others? 				
<ul style="list-style-type: none"> Is either the victim or the alleged perpetrator at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)? 				
<ul style="list-style-type: none"> Do they share classes? 				
<ul style="list-style-type: none"> Do they share break times? 				
<ul style="list-style-type: none"> Do they share transport to/from school? 				

ASPECTS TO CONSIDER	RISK (CONSIDER VICTIM, ALLEGED PERPETRATOR, OTHER PUPILS 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"> • 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:

Action	YES/NO	Date	Reasons for this course of action
Family connect informed			
Police informed			
Referral to MASH			
Referral to external support services – Early help			
Referral to external support services – Children’s social care via Family connect			
Referral to internal support services – Pastoral support			
Referral to CAMHS			
Referral to early help			
Other			