

# St Matthew's C.E (Aided) Primary School

## Child on Child Abuse Policy and Procedural Guidance including Identification and Response to Sexually Harmful Behaviour

### Commitment to review

This policy will be flexible to change and will be reviewed on an ongoing basis to reflect where there are any changes in government legislation or any changes in the duty of statutory agencies in child protection and/or the wider safeguarding agenda. If it is not appropriate to refine the policy during the year, then this will be done as a matter of course on yearly basis by a named person responsible below, who shall be accountable for that action.

| Policy- Document Status |           |                      |           |
|-------------------------|-----------|----------------------|-----------|
| Date of Policy Creation | Sept 2024 | Named Responsibility | R. Wilson |
| Review Date             |           | Sept 2025            |           |



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| <b>Our Safeguarding Team</b>   |  |   |
|--|--|---|
| <b>Designated Safeguarding Lead<br/>and Online Safety Lead</b>   | <b>Mrs Deborah Mills<br/>Headteacher</b>         |    |
| <b>Deputy Designated Safeguarding<br/>Lead</b><br><br><b>Designated teacher for looked-<br/>after and previously looked after<br/>children</b> | <b>Mrs Rebecca Wilson<br/>Deputy Headteacher</b> |    |
| <b>Deputy Designated Safeguarding<br/>Lead</b>   | <b>Miss Lily Hulme<br/>Assistant Headteacher</b> |    |
| <b>Deputy Designated Safeguarding<br/>Lead</b>   | <b>Mrs Laura Burns<br/>SENCo</b>                 |   |
| <b>Deputy Designated Safeguarding<br/>Lead<br/>Early Help Lead</b>   | <b>Mrs Abie Cadman<br/>Pastoral Manager</b>      |  |
| <b>Safeguarding Governor<br/><br/>Prevent Governor</b>   | <b>Mrs Anna Hill<br/>Chair of Governors</b>      |  |

## Part One

### Context and Definition

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 2024)

St Matthew’s staff who work with children 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.

**Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. Child-on-child abuse is most likely to include, but may not be limited to:**

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment. Part five of this guidance sets out how schools and colleges should respond to reports of sexual violence and sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery): the policy should include the school or college’s approach to it. The department provides Searching Screening and Confiscation Advice for schools. The UKCIS Education Group has published Sharing nudes and semi-nudes: advice for education settings working with children and young people which outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence 43), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals.

### Framework and Legislation

This policy is supported by the key principles of the Children’s Act, 1989 that the child’s welfare is paramount. Another key document is Working Together, 2023, highlighting that every assessment of a child, ‘must be informed by the views of the child’. (Working Together to Safeguard Children 2023 Statutory Guidance). This is echoed by Keeping Children Safe in Education (KCSIE), 2024 through ensuring procedures are in place in schools and settings to hear the voice of the child.

### **Policy Purpose and Aims**

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

At St Matthew's Primary School, we have the following policies in place that should be read in conjunction with this policy:

- Safeguarding and Child Protection Policy
- Managing Allegations / Whistleblowing Policy
- Policy and procedures for Managing Low-level Concerns or Allegations Against Staff *(including supply staff, contractors and volunteers)*
- Anti-Bullying Policy
- Behaviour Policy
- Health & Safety Policy
- Online Safety Policy

## Part Two

### Child on Child Abuse

At St Matthew's all staff are trained to understand that children can abuse other children, we refer to this as child-on-child abuse. Child on child abuse 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), and
- initiation/hazing type violence and rituals.

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; vulnerable adults are at particular risk of harm.

Children or young people who harm others may have additional or complex needs. These can include:

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

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

### Responsibility

Keeping Children Safe in Education (KCSIE), 2024 states that

*'Governing bodies and proprietors should ensure their 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'.*

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

*'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.'*

There is a clear section on child-on-child Abuse and Managing Sexual Violence and Sexual Harassment in the school's Child Protection and Safeguarding Policy written in collaboration with Telford and Wrekin Safeguarding Partnership.

The sensitive nature and specific issues involved with child-on-child abuse, necessitate separate policy guidance. At St Matthew's CE (Aided) Primary School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently, to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

### **Abuse and Harmful Behaviour**

It is necessary to consider:

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

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

At St Matthew's we know that:

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- **Children can abuse other children.** This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. (KCSIE 2023)
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.



- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

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

### **Raising Awareness and Preventative Measures**

St Matthew's actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

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

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

### **Recognising Signs**

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

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

### **Sexual Violence and Sexual Harassment between Children**

All parts of the St Matthew's community believe that sexual violence and sexual harassment is not acceptable and will not be tolerated.

St Matthew's understands that sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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

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

We recognise that children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. We will ensure that **all** victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. We know that evidence shows girls, children with SEND and LGBT children are at greater risk.

St Matthew's will ensure that staff are aware of the importance of:

- Sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”, and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **Sexual Violence**

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

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

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

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

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

### **Sexual Harassment**

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;

- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

### **Upskirting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. St Matthew's recognises 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. This must always be referred immediately to the Designated Safeguarding Lead DSL

### **Sexting/Sharing nude or indecent imagery**

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

### **Bullying**

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

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

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

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

### **Online Bullying**

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

Online bullying can take many forms:

- Abusive or threatening texts, emails or messages

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

### **Initiation/Hazing**

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

### **Prejudiced Behaviour**

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

It is the school's policy to challenge any language used or behaviour displayed by staff, pupils, parents, carers or visitors that may be perceived as 'prejudice-related language'. This includes but is not limited to:

- Homophobic language – terms of abuse used towards those who are or perceived to be lesbian, gay or bisexual or those thought to belong to the LGBTQ+ community
- Transphobic language - terms of abuse used towards those who are or perceived to be transgender or do not fit gender 'norms'
- Racist language - terms of abuse used towards others because of their race, ethnicity or nationality
- Disablist language - terms of abuse used towards those with a physical or learning disability
- Sexist language - terms of abuse used towards people based on their sex including misogyny and misandry

## **Part Three**

### **Recognising and Reporting Child on Child Abuse**

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

- Chronological and developmental ages of everyone involved.
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability.
- All alleged physical and verbal aspects of the behaviour and incident.
- Whether the behaviour involved inappropriate sexual knowledge or motivation.
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery.
- The effect on the victim.
- If there were any attempts to ensure the behaviour and incident is kept a secret.
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred.
- Whether this was a one-off incident, or longer in duration.

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

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

We undertake pre-planning, training for staff and have implemented this child-on-child abuse policy to help us develop the foundation for a calm, considered and appropriate response to any reports.

### **Expected Staff Action**

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

Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

St Matthew's will always reassure victims that they are being taken seriously and that they will be supported and kept safe. We will never give a victim the impression that they are creating a problem by reporting child on child abuse, including sexual violence or sexual harassment. Nor will we make a victim feel ashamed for making a report.

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

### **The Role of the Designated Safeguarding Lead (DSL)**

St Matthew's has seven members of staff who are trained Designated Safeguarding leads:

**Mrs D. Mills** – Headteacher

**Mrs R. Wilson** – Deputy Headteacher

**Miss L. Hulme** – Assistant Headteacher

**Mrs L. Burns** - SENCo

**Mrs A. Cadman-Smith** – Pastoral Manager

In incidents where it is believed that child-on-child abuse may have occurred, the DSL will discuss the concern(s) or allegation(s) with the member of staff who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

All staff, especially the DSL (or deputy) will give immediate consideration as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted). If any of the children involved has SEND the DSL will liaise with the SENCO to assist in the management of the report.

Where any concern(s) or allegation(s) indicate(s) that indecent images of a child or children may have been shared online, the DSL will consider what urgent action can be taken, this may include seeking specialist help, such as advice from [The Internet Watch Foundation](#) and the police in preventing the images spreading further and removing the images from the internet.

The DSL (or deputy) will use their professional judgement to: (a) assess the nature and seriousness of the alleged behaviour, and (b) determine whether it is appropriate for the alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

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

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

1. Manage internally;
2. Early help;
3. Referral to children's social care; and
4. Reporting to the police.

The School will always carry out a written safety plan in respect of:

- Any child who is alleged to have behaved in a way that is considered to be abusive or violent
- Any child who has reportedly been abused or affected by the alleged abusive or violent behaviour by another child
- Any child who may be at risk due to the alleged abusive or violent behaviour by another child as deemed appropriate by the DSL.

It may be appropriate to contact children's social care and/or police to assist in carrying out a safety plan. The DSL may use and consider the [TWSP Sexually harmful behaviour - risk assessment tool](#).

Where other children have been identified as witnesses to alleged abuse or violence, consideration will also be given by the DSL (or deputy) to whether there might be any risks to those children, and whether a safety plan would be appropriate in relation to any risks presenting to them.

When responding to concern(s) or allegation(s) of child-on-child abuse, the school will:

- Always consider carefully, in consultation with children's social care, the police and other relevant agencies (where they are involved), how to share information about the concern(s) or allegation(s) with the student(s) affected, their parents, staff, and other students and individuals.
- Record the information that is necessary for the school and other relevant agencies (where they are involved) to respond to the concern(s) or allegation(s) and safeguard everyone involved.
- Keep a record of the legal purpose for sharing the information with any third party, including relevant authorities, and ensure that the third party has agreed to handle the information securely and to only use it for the agreed legal purpose.
- Be mindful of and act in accordance with its safeguarding and data protection duties.

St Matthew's will use the following guidance to assist in the managing of reports [Sexual violence and sexual harassment between children in schools and colleges: advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads](#).

Where necessary for effective safeguarding we will utilise/seek resources and seek support from established sources. We will consider and in some cases access the [Child on child abuse toolkit](#) to assist in our decision making and will also consider the [Brook traffic light tool](#).

In relation to sexting, also known as youth produced sexual imagery, this school will where necessary consult with guidance produced by [The UK Council for Child Internet Safety \(UKCCIS\) Education Group Sexting in Schools and Colleges](#) and DfE guidance [Searching, screening and confiscation](#). The DSL (or deputy) will take the lead on these issues.

We will also make pupils and parents aware of the dedicated **NSPCC helpline number 0800 136 663**. This helpline is to support potential victims of sexual harassment and abuse. Run by the NSPCC it aims to provide advice and support to both children and adults who are victims of abuse in school. It will also include how to contact the police to report crimes. The advice line is also available to support professionals and parents.



## **Safety Plan for child-on-child Sexual Abuse/ Harmful Sexual Behaviour**

The terms victim and alleged perpetrator are used to identify the children involved. NB: there should be no assumption of guilt on the part of the alleged perpetrator, pending investigation.

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 school 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.

**\*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, DFE Sexual Violence and Sexual Harassment in schools and colleges and the local West Midlands policy (2.26)**

<https://westmidlands.procedures.org.uk/pkoso/regional-safeguarding-guidance/children-who-abuse-others>

### Safety Plan for Child on child Abuse

|   |  |                                 |                               |                 |                 |  |
|---|--|---------------------------------|-------------------------------|-----------------|-----------------|--|
| <b>Name of School:</b>  | <b>Name of Child:</b>  | <b>Date of Birth:</b>           |                               |                 |                 |  |
| <b>Summary of Concern</b><br><i>(What was the nature of the incident?)</i>  |  |                                 |                               |                 |                 |  |
| <b>Managing Risk</b><br><i>Is it necessary to limit contact between the children involved? Refer to KCSI E and DFE guidance on sexual harassment and sexual violence in schools and colleges.</i> |  |                                 |                               |                 |                 |  |
| <b>Considerations</b>   | <b>Risk</b><br>(Consider victim, alleged perpetrator, other pupils, and staff) | <b>Risk rating</b><br>L, M or H | <b>Actions to reduce risk</b> | <b>By whom?</b> | <b>By when?</b> | <b>Revised risk level</b><br>L, M or H |
| <b>Staffing</b>   |  |                                 |                               |                 |                 |  |
| <b>School Layout</b><br><i>Are there areas in school and grounds that are unsupervised?</i>   |  |                                 |                               |                 |                 |  |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <p><b>In the classroom</b><br/> <i>Do they share classes?</i></p> <p><i>Who would be vulnerable?</i></p> <p><i>Is the level of supervision adequate?</i></p> <p><i>Are staff in the classroom aware of the risk?</i></p>  |  |  |  |  |  |  |
| <p><b>Out of the classroom</b><br/> <i>Do they share break times?</i></p> <p><i>Do there need to be specific arrangements for moving around the school?</i></p> <p><i>Specific arrangements for PE/Swimming?</i></p> <p><i>Specific arrangements for after school clubs?</i></p>  |  |  |  |  |  |  |
| <p><b>External factors including family</b><br/> <i>Do they share transport to/from school?</i></p> <p><i>Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?</i></p> <p><i>Is there a risk of harm from social media and gossip?</i></p> |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <p><b>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)?</b></p>   |  |  |  |  |  |  |
| <p><b>Is there an actual or perceived threat from the alleged perpetrator to the victim and/or others?</b></p>   |  |  |  |  |  |  |
| <p><b>Is there an actual or perceived threat from the alleged perpetrator to the victim and/or others?</b></p>   |  |  |  |  |  |  |
| <p><b>Actions to be considered</b></p>   |  |  |  |  |  |  |
| <p><b>Sharing Information</b></p> <ul style="list-style-type: none"> <li>• <i>What key pieces of information need to be shared and with whom?</i></li> <li>• <i>How and when will this information be shared?</i></li> </ul>   |  |  |  |  |  |  |
| <p><b>Planning for Future Events</b></p> <ul style="list-style-type: none"> <li>• <i>What factors or events would result in a change to the child's level of risk in the future?</i></li> <li>• <i>If these changes occurred, what action would need to be taken? How quickly could this be done?</i></li> </ul> |  |  |  |  |  |  |

**Managing vulnerability - Staffing**

- *What staff are involved in teaching/supporting the child or young person?*
- *Who is aware of concerns about their vulnerability?*
- *Do other staff need to be aware and if so how will this be managed?*
- *What is the current level or supervision and is this appropriate?*
- *Is the current level of supervision achievable?*

**Managing vulnerability – Layout**

- *Are there areas within the school and grounds that are unsupervised?*
- *Are there any other building issues that may increase risk? Eg. building works, communal playground*

**Managing Vulnerability: In and out of the classroom**

- *Who in the classroom may be a risk to the child/young person?*
- *At other times who else may be a risk to the child/young person?*
- *Is the level of supervision in the class adequate?*
- *Are the staff that present in the classroom aware of the increased vulnerability of this child/young person?*
- *Are their times when the child /young person is allowed to leave the classroom?*
- *Do there need to be specific arrangements for moving between classrooms, lunch time, and break?*
- *Do there need to be specific arrangements for the child/young person going to the toilet?*
- *Do there need to be specific arrangements for PE / swimming?*
- *Are there any other aspects of the school day that need to be considered eg. breakfast club, after school?*



## Part Four

### **DfE Statutory Guidance - Working Together to Safeguard Children 2023**

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

### **DfE Statutory Guidance - Keeping Children Safe in Education 2023**

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

### **Ofsted Review of Sexual Abuse in Colleges and Schools 2021**

<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges>

### **DfE: Preventing and Tackling Bullying, July 2017**

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

### **DfE: Teaching Online Safety in Schools January 2023**

[Teaching online safety in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)

### **DfE: Relationship Education and Relationship and Sex Education, July 2020**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### **DfE: Mental health and behaviour in schools, November 2018**

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

### **DfE: Cyberbullying: Advice for headteachers and school staff, November 2014**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

### **UKCIS: Sexting guidance for schools, 2016**

<https://www.gov.uk/government/publications/sexting-in-schools-and-college>

### **UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017**

<https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools>

### **Brook Traffic Light Tool**

<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-lighttool/>