

Child-on-Child Abuse Policy



FAIRFIELD
HIGH SCHOOL

Approved by:	Board of Directors	Sept 2022
Signed by:	Chair of Directors	Sept 2022
Written by:	Pippa Hart, Senior Learning Manager	Sept 2022

Legal framework

Fairfield High School works with the recommendations within Keeping Children Safe in Education, 2022 which expects 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.

At Fairfield High School we have the following policies in place that should be read in conjunction to this policy: Safeguarding and Child Protection Policy; ICT & Internet Acceptable Use Policy; Behaviour Management Policy; Wellbeing policy. This policy is also supported by the key principles of the Children's Act, 1989; Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2022) through ensuring procedures are in place in schools and settings to hear the voice of the student.

This policy concentrates on child on child abuse in the context of sexual harassment and sexual violence, physical abuse and emotional abuse. It is compliant with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education (September 2021) and should be read in conjunction with the Safeguarding Partnership regional policy and procedures, and any relevant Practice Guidance issued by it.

Introduction

Fairfield High School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. We take the view that 'it could happen here' and we will not tolerate any form of sexual harassment or sexual violence.

Fairfield High School ensures that any form of abusive, hurtful or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the student/s, with full consideration to the impact on that individual's emotional and mental wellbeing, together with the impact on the wider school community.

Fairfield High School recognises the importance of ensuring opportunities for the voice of the student/s to be heard. We ensure the students' wishes and feelings are taken into account when determining what action to take and what services to provide.

Prevention

Fairfield high School believes that embedding a consistent and whole school approach to safeguarding against all abusive, hurtful and harmful behaviours between students will support identification, prevention and assist with an appropriate response to any incidents that occur.

All staff (which term includes all volunteer staff members) are committed to the prevention, early identification, and appropriate management of child-on-child abuse both within and beyond the School.

Fairfield High School actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- Educating children about all abusive, hurtful and harmful behaviour in Ethics lessons

and the wider curriculum.

- Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- Students are regularly informed about the school's approach to such issues, including its policy towards all forms of abusive, hurtful or harmful behaviours.
- The "See it, Name it, Stop it" approach is promoted throughout the school and the curriculum; students have information about how to access support both in and out of school and a bespoke email address for students to report concerns
- Ensuring all staff report child on child concerns on the MyConcern system
- Engaging parents/carers on this issue by:
 - (a) Making this policy available to all parents/carers and seeking feedback
 - (b) Talking about it with parents/carers, both in groups and one to one
- Ensuring that all child-on-child abuse issues reported on MyConcern are reviewed to show any trends and identify students who may be in need of additional support.
- Challenging the attitudes that underlie such behaviours (both inside and outside the classroom);
- Working with Directors, Senior Leadership Team, all staff and volunteers, 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;
- Creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to.
- Responding to cases of child-on-child abuse promptly and appropriately.

What is child-on-child abuse?

Child-on-child abuse is sexual, emotional or physical abuse that happens between children of a similar age or stage of development. It can happen between any number of children and can affect any age group (Department for Education (DfE), 2018).

It can be harmful to the children who display it as well as those who experience it.

Children can experience child-on-child abuse in a wide range of settings, including: at school; at home or in someone else's home; in public spaces; online (NSPCC, 2018).

It can take place in spaces which are supervised or unsupervised.

As children develop healthily, it's normal for them to display certain types of behaviour. It's important that staff can identify if any behaviour has become harmful or abusive and respond proportionally to keep all the children involved safe.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery; sharing images
- Online abuse including misogyny, homophobic, racist, sexist, gender-based abuse etc
- Upskirting

- Bullying
- Radicalisation and extremism (including 'incel' behaviour)
- Sexual harassment or sexual violence
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (Criminal exploitation)
- Initiation or hazing
- Technology can be used for bullying and other abusive behaviour

Some of these behaviours will need to be handled with reference to other policies in school such as the Behaviour Management policy, Anti-bullying policy, Child Protection policy and online safety policy.

Physical Abuse

While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals between students can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

Online Behaviour

Many forms of child on child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. This can take place concurrently with face to face abuse. It may take the form of abusive, harassing and misogynistic or body shaming language or images (including sexual images), especially in 'chat groups' on internet platforms.

Vulnerable groups

We recognise that all children can be at risk; however we acknowledge that some groups are more vulnerable. This can include students who have experience of abuse within their family; are living with domestic violence; young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify or are perceived as LGBTQ and/or have other protected characteristics under the Equalities Act 2010.

However child on child abuse is experienced by individuals, it is never acceptable.

Criminal exploitation

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include;

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm

- a significant change in wellbeing
- signs of assault or unexplained injuries.
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

When we seek support

Cases of child on child abuse are often complex, may involve multiple students/young people and consent may be unclear. This is especially difficult when students may be victims but also involved in the harm of others. In some instances it may be most appropriate, for school to respond internally. However in other instances, cases may require a referral to the police and/or social care.

Fairfield High School understands that this is not always clear and will consider the following when deciding if an incident requires referral to an external agency.

Cases that may be best responded to in-school sit between 'Normal/Healthy' and the 'inappropriate' section on Hackett's continuum (Appendix) In addition to this we consider the following:

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

The school will use sanctions appropriate to the specific context and situation using our Behaviour Management policy.

Incidents where a referral to police/ social care is always required are defined under Hackett as 'violent and abusive' - these will also meet level 4 under the Right Help Right Time (levels of Need) document, and include:

- Victimising intent or outcome
- Misuse of power
- Coercion and force to ensure compliance
- Intrusive
- Informed consent lacking or not able to be freely given
- Physically violent sexual abuse
- Instrumental violence or sadism which is psychologically and/or sexually arousing

to the child responsible for the behaviour

The Education MASH team and the Education Safeguarding Lead will be contacted to support school in order to ensure the appropriate safety plans/referrals/ support is in place for the victim and student alleged to have caused harm.

Response to child-on-child abuse allegation

The designated safeguarding lead (DSL) or deputy designated safeguarding lead (DDSL) will take a leading role using their professional judgement and will be supported by other agencies such as social care, MASH or the police as required.

Instances of child on child abuse will be dealt with immediately and sensitively following the school's normal safeguarding procedures.

Staff will talk to the student(s) involved in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters. Students will be made aware of who they can talk to should they feel they have not been treated in this manner.

The immediate response to a report

Fairfield High School will take all reports seriously and will reassure the students involved that they will be appropriately supported.

All staff understand the next steps once a child has reported child on child abuse and will take the concern to the DSL/DDSL to make them aware and report on MyConcern as per school protocol and safeguarding procedures.

Staff will not promise confidentiality as the concern will need to be shared further and will only share the report with those people who are necessary to progress it.

A written report will be made as soon after the discussion as possible recording the facts as presented by the student. These may be used as part of a statutory assessment if the case is escalated later.

The needs of the victim and child alleged to have caused harm will be assessed.

Where the report includes an online element Fairfield High School will follow advice on searching, screening and confiscation guidance. This may include passing on devices to the police.

The staff will not view or forward images unless unavoidable and only if D/DSL is present.

Staff will inform the DSL as soon as possible using MyConcern. A referral to the police and social care will then be considered using the flow charts (Appendix 3).

The D/DSL will complete a Safety plan (Appendix 5) if sexual violence has occurred. This must be shared with the MASH.

When the D/DSL makes a student aware of an allegation they will be offered the option to have parents/carers or a person they trust present.

Students will be made aware that parents/carers will be informed even if they wish to progress without parents/carers present.

All students involved will be spoken to separately in order to gain a statement of facts from them. This information may be passed on to external agencies.

If MASH and the police intend to pursue this further, they may ask to interview the student in school or they may ask for parents/carers to come to school to be spoken to.

Informing parents/carers

Where possible parents/carers will be informed face to face.

In all circumstances where the risk of harm to the child is evident then the school will encourage the young person to share the information with their parent/carer.

In some cases for example, one-off incidents, it may be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing support to the student/s through 1:1 or group work where appropriate. This decision is considered on the outcome of contact with the MASH and submission of a completed safety plan.

This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored by the D/DSL on MyConcern student profile.

Details of sanctions for the student alleged to have caused harm are not shared with any other persons other than those providing care for them. This is to maintain confidentiality and privacy for the student involved.

Fairfield High School may decide that the students involved do not require statutory interventions but may benefit from early help intervention.

Where a student has been harmed, is at risk of harm, or is in immediate danger, a referral to MASH will be completed.

Where statutory assessments are appropriate, the D/DSL will 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 student alleged to have caused harm and any other students that require support.

Safety Plan

When there has been a report of child on child abuse the D/DSL will make an immediate risk and needs' assessment (safety plan; Appendix 5).

Where there has been a report of sexual harassment, a safety plan must be completed and submitted to the MASH. The safety plan should consider:

- The victim, especially their protection and support;
- The student alleged to have caused harm; and
- All the other students (and, if appropriate, staff) at Fairfield High School especially any actions that are appropriate to protect them;

Safety plans will be recorded electronically on MyConcern and reviewed.

Reporting to the Police

D/DSLs have a responsibility to report all alleged crimes to the police. The D/DSLs will also follow local processes for safeguarding referrals.

Where a report of rape, assault by penetration or sexual assault is made, this will be passed on to the police as a matter of urgency. Whilst the age of criminal responsibility is ten, if the child alleged to have caused harm is under ten, the starting principle of reporting to the police remains.

Where a report has been made to the police, Fairfield High School will consult the police and agree what information can be disclosed to staff and others, the student alleged to have caused harm and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, we will work closely with the relevant agencies to support all students involved (especially potential witnesses). Where required, advice from the police will be sought.

Whilst protecting students and/or taking any disciplinary measures against the student alleged to have caused harm, we will 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.

Separation

If the students involved are in the same class, Fairfield High School will need to consider carefully whether to separate them while the concerns are being investigated. In situations of alleged rape and assault by penetration, the statutory guidance is clear that the student alleged to have caused harm should always be removed from classes they share with the victim.

Fairfield High School will consider how best to keep the victim and child alleged to have caused harm a reasonable distance apart while they are on the same premises, as well as on transport to and from school, where appropriate.

The school will consider how long these measures should be in place, especially if any police investigation is inconclusive. Lack of a conviction is not the same as the allegation being unfounded. The school will continue to provide support to the victim and student alleged to have caused harm for as long as necessary. Therefore, any separation arrangements must also be continued with for as long as is necessary to make sure students are safe.

It is essential that the alleged victim is able to express their wishes and feelings in respect of the action the school takes. This is considered alongside the context, the allegation itself and the threshold that is met.

If multiple students are involved then the school will complete child mapping and consult with the alleged victim(s) regarding safety mapping both within school and outside of school.

The end of the criminal process

If a student is convicted or receives a caution for a sexual offence, the school will update its safety plan and ensure relevant protections are in place for all students. We will consider any suitable action following our behaviour policy.

If the student alleged to have caused harm remains in school expectations regarding their behaviour and any restrictions upon their movements or timetable will be made clear to them and their parents/carers.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other students in the school. We will endeavour to ensure all students involved are protected, especially from any bullying or harassment.

Where cases are classified as “no further action” (NFA’d) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the student alleged to have caused harm 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. We will continue to support all parties in this instance.

It is also important to note that by law every student has the right to an education and therefore in instances where allegations have been withdrawn, NFA’d, unfounded or unsubstantiated students may be placed back into lessons together with a seating plan and safety mapping in place. This is decided on a case by case basis and with consideration to the wishes and feelings of the victim.

Support for students affected by Sexual-Assault

What support students require depends on the individual. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this student continues to be monitored and offered support should they require it in the future. Within school, students will be offered a named member of staff they can talk to and pastoral support.

If the student needs further support it may be that a safety plan can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

Fairfield High School will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the student and their family. If they are moved, we will ensure the new school is aware of the ongoing support they may need.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so in line with the Behaviour policy. 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 student alleged to have caused harm to remain in the same school would seriously harm the education or welfare of the victim (and potentially other students).

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.

Where the student alleged to have caused harm is going to remain at the school, the principle would be to continue keeping the victim and student alleged to have caused harm in separate classes and use safety mapping 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.

All the above will 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.

For the young person who has displayed harmful behaviour

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

Particular support from identified services may be necessary through an early help referral.

Once the support required to meet the individual needs of the student is in place the student will receive a consequence for their behaviour in line with the school Behaviour policy, this may happen even if the incident has taken place outside of school.

In the cases of sexually harmful behaviour it may be a requirement for the student to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this student does not want to be educated on site until the investigation has concluded. In which case, the student will need to be provided with appropriate support and education elsewhere.

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

Fairfield High School may also choose a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the student to reflect on their behaviour.

After care

Following the incident the students involved continue to be supported and receive help even if they have stated that they are managing the incident themselves.

We will ensure that the student does not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the student following the incident(s) will take place with a named member of staff and recorded.

Further support for students may include:

- Counselling
- Learning Manager support
- Group work
- Adaptions to curriculum

Multi-agency working

Fairfield High School actively engages with its local partners in relation to child-on-child abuse, and works closely with Herefordshire Council children's social care, and/or other relevant agencies, 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.

In cases involving students who are subject to risk, harm and abuse and who have CLA status, the children's social worker will be informed and a coordinated approach to address any incidents or concerns will be required.

Monitoring

The policy and processes are 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 years.

Appendix 1

Useful definitions

Sexual Harassment

This can be defined as ‘unwanted conduct of a sexual nature’ that can occur online and offline. In the context of this guidance this means 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.

It 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.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. This is also known as youth produced sexual imagery.

The UK Council for Internet Safety (UKCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents

www.gov.uk/government/publications/sexting-in-schools-and-college

Upskirting

This typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. Cases of ‘up skirting’ have a mandatory requirement for being reported.

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.

Consent

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.

It is important to know that: -

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

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and leading the school or college response. If in any doubt, they should seek expert advice.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful Sexual Behaviour (HSB)

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.

Useful guidance can be found in: -

NSPCC's - Research in Practices Harmful Sexual Behaviour Framework:

www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf

The Brook Sexual Behaviours Traffic Light Tool can also be very helpful in identifying sexual behaviours by children (Appendix 2)

www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Initiation/hazing

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups. The initiation rituals can range from relatively low level pranks, to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault.

Legislation, guidance and Law

Additional areas for consideration can be found in Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance 2018)

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Keeping Children Safe in Education 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf

Human Rights Act 1998

It is essential to note that this guidance adheres to and encourages all persons to ensure that they are adhering to the Human Rights Act 1998, specifically the right to an education, the right to a Fair trial and protection from discrimination.

<https://www.equalityhumanrights.com/en/human-rights/human-rights-act>

Equalities Act 2010

This guidance is designed to ensure that the Equalities Act is adhered to at all times. The Equalities Act 2010 provides a basic framework for protection against direct and indirect discrimination, harassment and victimisation in education as well as other sectors.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

West Midlands Procedures for Child on Child abuse

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

Appendix 2

Brook Sexual Behaviours Traffic Light Tool

Behaviours: age 9 to 13

<p>What is a green behaviour?</p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices</p> <p>What can you do?</p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p> <p>Green behaviours 9-13</p> <ul style="list-style-type: none">• solitary masturbation• use of sexual language including swear and slang words• having girl/boyfriends who are of the same, opposite or any gender• interest in popular culture, e.g. fashion, music, media, online games, chatting online• need for privacy• consensual kissing, hugging, holding hands with child	<p>What is an amber behaviour?</p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p> <p>What can you do?</p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p>Amber behaviours 9-13</p> <ul style="list-style-type: none">• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing• verbal, physical or cyber/virtual sexual bullying involving sexual aggression• LGBT (lesbian, gay, bisexual, transgender) targeted bullying• exhibitionism, e.g. flashing or mooning• giving out contact details online• viewing pornographic material• worrying about being pregnant or having STIs	<p>What is a red behaviour?</p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur</p> <p>What can you do?</p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p>Red behaviours 9-13</p> <ul style="list-style-type: none">• exposing genitals or masturbating in public• distributing naked or sexually provocative images of self or others• sexually explicit talk with younger children• sexual harassment• arranging to meet with an online acquaintance in secret• genital injury to self or others• forcing other children of same age, younger or less able to take part in sexual activities• sexual activity e.g. oral sex or intercourse• presence of sexually transmitted infection (STI)• evidence of pregnancy
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All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p>What is a green behaviour?</p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices</p> <p>What can you do?</p> <p>Green behaviours provide opportunities to give positive feedback and additional info</p> <p>Green behaviours</p> <ul style="list-style-type: none">• solitary masturbation• sexually explicit conversations with children• obscenities and jokes within the current cultural norm• interest in erotica/pornography• use of internet/e-media to chat online• having sexual or non-sexual relationships• sexual activity including hugging, kissing, holding hands• consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability• choosing not to be sexually active	<p>What is an amber behaviour?</p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p> <p>What can you do?</p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p>Amber behaviours</p> <ul style="list-style-type: none">• accessing exploitative or violent pornography• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,• withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing• concern about body image• taking and sending naked or sexually provocative images of self or others• single occurrence of peeping, exposing, mooning or obscene gestures• giving out contact details online	<p>What is a red behaviour?</p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur</p> <p>What can you do?</p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p>Red behaviours</p> <ul style="list-style-type: none">• exposing genitals or masturbating in public• preoccupation with sex, which interferes with daily function• sexual degradation/humiliation of self or others• attempting/forcing others to expose genitals• sexually aggressive/exploitative behaviour• sexually explicit talk with younger children• sexual harassment• non-consensual sexual activity• use of/acceptance of power and control in sexual relationships• genital injury to self or others• sexual contact with others where there is a big difference in age or ability• sexual activity with someone in authority and in a position of trust• sexual activity with family members
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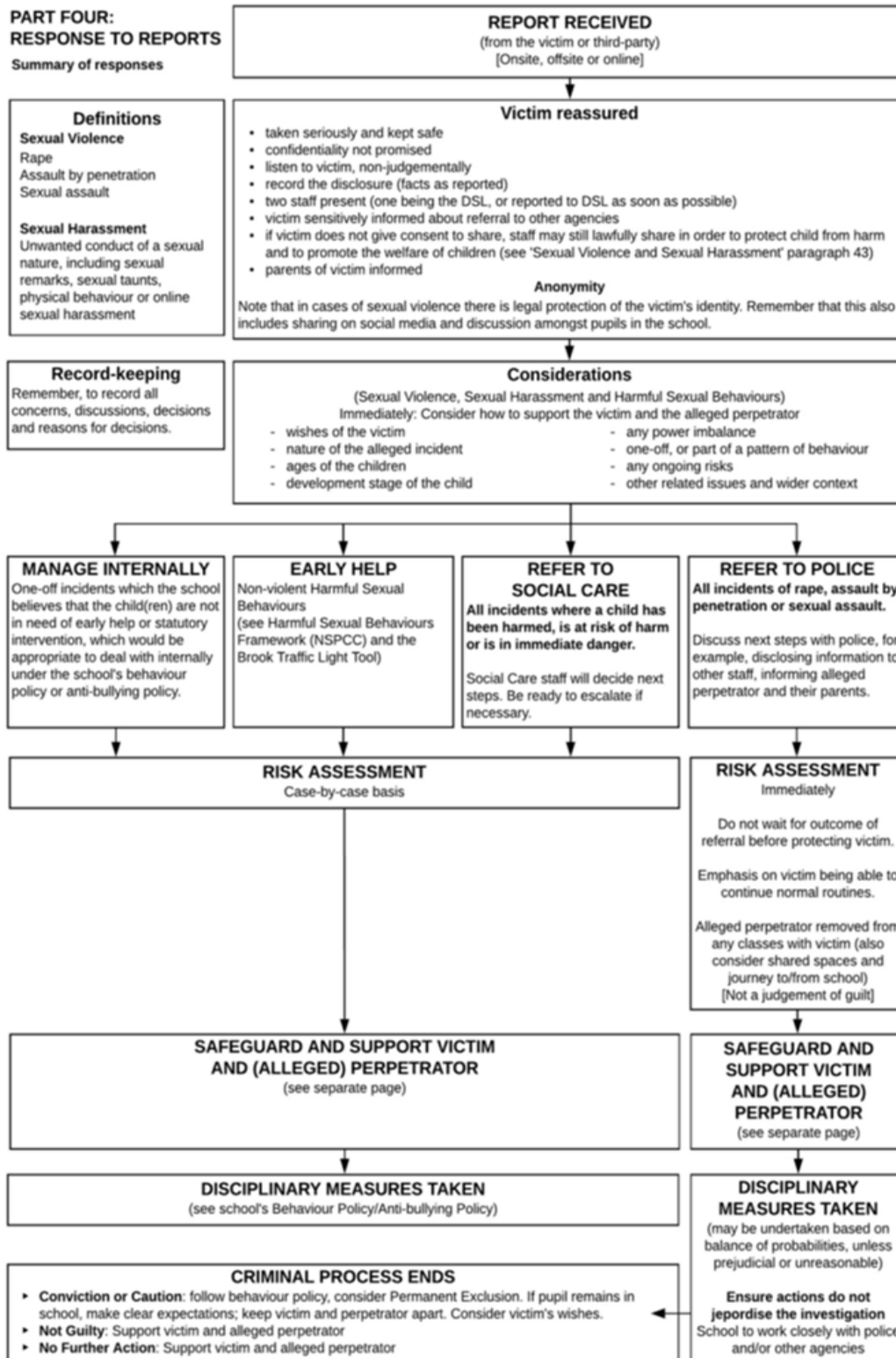
	<ul style="list-style-type: none"> • joining adult- only social networking sites and giving false personal information • arranging a face to face meeting with an online contact alone 	
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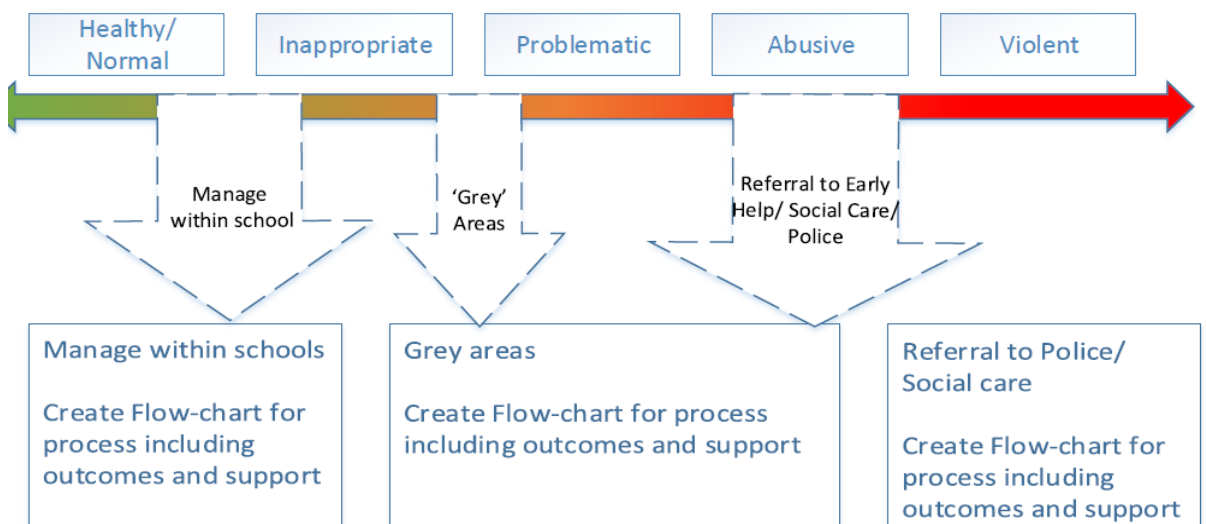
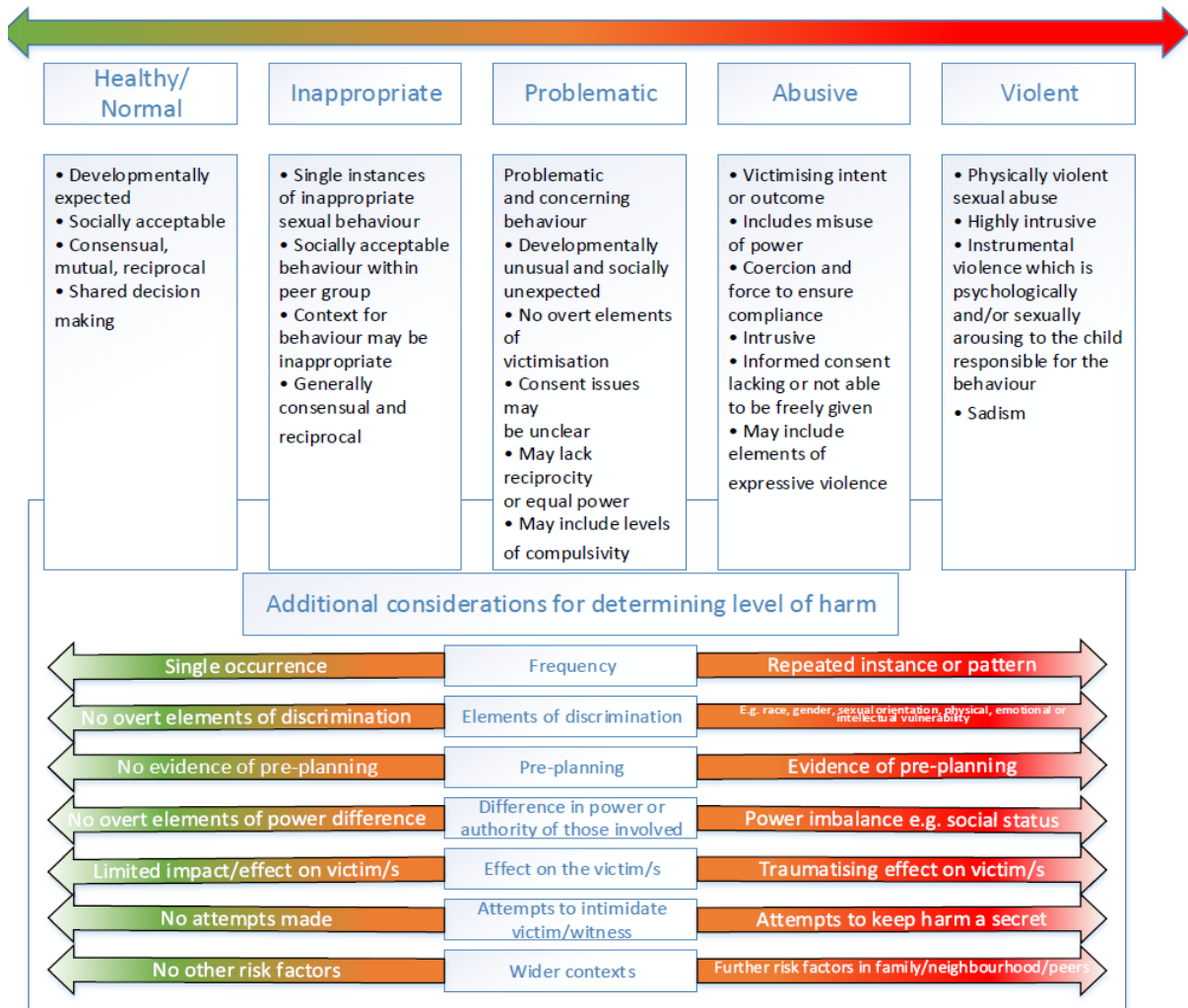
Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

<https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf>

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

Appendix 3





Appendix 4

Support for Young People:

If you think that a child has been harmed or is being neglected, contact the Multi Agency Safeguarding Hub on 01432 260800, EDT out of hours 01905 768020

For advice and guidance regarding support with child on child abuse you can contact the Education Safeguarding Lead at Herefordshire council on 01432 383887

Early Help means providing the right help at the right time to help children (Aged 0 to 19) and families work through any difficulties they may have in their life- 01432 260261.

The Police are also there to offer support and guidance to both alleged victims and children alleged to have caused harm, they can be contacted on 101.

Herefordshire;

WMRSASC- 01905 724514- is a free, confidential and non-judgemental support service for survivors who have experienced rape, assault, incest, sexual abuse, sexual harassment or any form of sexual attack, whether physical, verbal or emotional.

[West Mercia Rape & Sexual Abuse Support Centre \(wmrsasc.org.uk\)](http://wmrsasc.org.uk)

Herefordshire rape and sexual abuse support centre-01432 266551 ;

[Overview - Herefordshire Rape and Sexual Abuse Support Centre \(HRSASC\) - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Worcester

The Glade

<https://www.churchstreetsurgery.co.uk/info.aspx?p=13>

is the link above worth investigating as support for children who have been involved in a case of sexual abuse/rape (Worcester based)

Gloucester

And Hope House (Gloucester based)

<https://www.nhs.uk/services/service-directory/hope-house-gloucestershire-sarc/N10506285?gsdServiceId=364>

[Gloucestershire Rape and Sexual Abuse Centre](#)

Free, confidential and non-judgemental support and information.

[Hope House Sexual Assault Referral Centre](#)

One-to-one support at Gloucestershire Royal Hospital.

National charities:

Victim Support

A national charity dedicated to helping anyone affected by crime – not just victims and witnesses, but friends, family and anyone else caught up in the aftermath.

Rape Crisis

A national charity offering confidential help, advice and a range of Rape Crisis Centres around the UK.

Galop

A national charity providing advice and support to members of the LGBT community.

Survivors UK

A national charity supporting men who have been raped or sexually assaulted.

Crimestoppers

A national charity with a free helpline for reporting crime anonymously.

Refuge

Refuge supports women, children and men with a range of services, including refuges, independent advocacy, community outreach and culturally specific services.

Women's Aid

Women's Aid is a national charity working to end domestic abuse against women and children.

Men's Advice Line: 0808 801 0327

Confidential helpline for men experiencing domestic violence from a partner or ex-partner (or from other family members).

Useful Publications and Websites

Government Publications

Sexual harassment and sexual violence in schools

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Keeping Children safe in Education - www.gov.uk/government/publications/keeping-children-safe-in-education

Preventing youth violence and gang involvement

www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

Preventing and tackling bullying in schools

www.gov.uk/government/publications/preventing-and-tackling-bullying

Other useful documents

Sexting

Sexting in schools and colleges-Responding to incidents and safeguarding young people

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Child-on-child abuse

Farrer & Co - Child-on-child abuse toolkit, guidance on child-on child abuse policy and template child-on-child abuse policy

www.farrer.co.uk/Global/Child-on-child%20abuse%20toolkit%2014.pdf

Anti-bullying alliance

There are some useful links on the section on sexual bullying:-

Sexual bullying: developing effective anti-bullying practice- A guide for school staff and other professional

www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20anti-bullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17_1.pdf

Preventing abuse among children and young people-guidance from Stop it Now

www.stopitnow.org.uk/files/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf

What is Age appropriate?

<http://www.stopitnow.org/ohc-content/what-is-age-appropriate>

Brook Traffic lights

<https://www.brook.org.uk/our-work/using-the-sexual-behaviours-traffic-light-tool>

NSPCC-Harmful sexual behaviour

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>

NCB Harmful sexual behaviour

<https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmful-sexual-behaviour>

NSPCC –Is this sexual abuse?

<https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplines-report-child-sexual-abuse.pdf>

Online sexual harassment

Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe
Understanding, Preventing, Responding

<https://www.childnet.com/our-projects/project-deshame>

Sexism

It's Just Everywhere- a study on sexism in schools –and how we tackle it

<https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf>

•Relationship Education , Relationship and Sex Education HMSO

www.gov.uk/government/news/relationships-education-relationships-and-sex

Appendix 5

Safety Plan

Safety Plan for Child on Child Abuse/ Harmful Sexual Behaviour

This Safety plan is intended to be used by schools whereby an incident(s) of child on child abuse has occurred or is likely to occur and is deemed to meet level 3 and above in the Right Help Right time document. The Safety plan will show considerations made for both/all students involved and will highlight the plan in place to keep all students safe. This will also take into consideration the wishes and feelings of all children involved. Each section/question will be considered from the perspective of all students involved. Considerations will also 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- 014, the Education Safeguarding Lead and other agencies as necessary when completing this risk assessment. This document should be reviewed frequently to ensure it is fit for purpose. The terms victim and child alleged to have caused harm are used to identify the children involved. NB: there should be no assumption of guilt on the part of the child alleged to have caused harm, pending investigation.

***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 (2.24)**

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

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

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER STUDENTS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
<p>What is the incident? Who was involved? Where did it happen</p>				
<p>Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc etc. As such has this been referred to the police?</p>				
<p>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.</p>				
<p>Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?</p>				
<p>Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by children)?</p>				
<p>Do they share classes?</p>				

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

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

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

Action	YES/NO	Date
Police informed		
Referral to MASH		
Referral to external support services		

Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

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

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