Eastern Learning Alliance

Child on Child Abuse Framework

Including sexual violence and sexual harassment between children

Approved by Trustees	September 2022
Review cycle	Annually (next review date August 2023)

Eastern Learning Alliance

Child on Child Abuse - Framework

Document Control

New Version Number	Key changes from previous version	Date of ratification
V2	Updated appendices	
V3	Updated following changes to KCSIE 2022 and clarified definition of a serious incident	September 2022

1   Context and Definition

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

All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- Inappropriate 'banter' that may involve sexual connotations
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- abuse in intimate personal relationships (sometimes known as 'teenage relationship abuse')
- 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 typically involves taking a picture under a person's clothes without their permission, 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 e.g.:

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

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

2.   Responsibility

Keeping Children Safe in Education (KCSIE), 2022 states that

> *'All staff should be clear as to the school's or college's policy and procedures with regard to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it'.*

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

> 'Where there is a safeguarding concern, g*overning 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. The school's or colleges' safeguarding policies and procedures…should be transparent, clear, and easy to understand for staff, pupils, students, parents and carers. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidentially report abuse or neglect knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback'*

Child on Child abuse is referenced in the Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with child on child abuse necessitate separate framework guidance.

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

3.   Purpose of Framework

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

All Eastern Learning Alliance Schools have the following policies in place that should be read in conjunction with this policy:

- Anti-Bullying including Online Bullying Policy
- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Behaviour Policy
- Health & Safety Policy
- Online Safety Policy

This framework is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount and Keeping Children Safe in Education, 2022, ensuring procedures are in place in schools and settings to hear the voice of the child.

4.   Abuse and harmful behaviour

It is necessary to consider:

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

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

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

All staff should be aware that children can abuse other children (often referred to as peer on peer or child on child abuse). And that it can happen both inside and outside of school or college or online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. (KCSIE 2022)

Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

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

The alleged perpetrator may 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.

5.   Types of abuse

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

5.1. Physical abuse

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

5.2. Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges September 2021 and internal Trust procedures.

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

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

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

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up

skirts, or any other form of touching without consent. Dismissing or tolerating such behaviours risks normalising them

- **Upskirting:** where someone takes a picture under a persons clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

5.3. 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.

5.4. Online Bullying

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

- Online bullying can take many forms
- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages

- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

5.5. Sexting / Sharing nude or indecent imagery

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

Upskirting: typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

This must always be referred immediately to the Designated Safeguarding Lead.

DSL will follow the UKCIS: Sexting in schools and colleges 2020 guidance.

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

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

5.8. Teenage relationship abuse

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

6.   Expected staff action

Staff should consider the seriousness of the case using the Assessment Tool, Appendix A, seeking guidance from the DSL/Safeguarding team and drawing on their training and experience and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions.

The steps that will be taken for any incident that is considered serious and involving ELA students are outlined in Appendix D. All serious safeguarding incidents should be reported to the Deputy CEO following the serious incident protocol. A serious incident is any incident that involves a referral to LADO, Police, MASH and/or could result in a 5 day FTE or recommendation for Alternative Provision as it meets the threshold for permanent exclusion. However this is not an exhaustive list and the precautionary principle should be applied therefore, if you think the incident may be serious please contact the Deputy CEO to discuss

Guidance on how to categorise specific types of behaviours is provided in appendix F, Child Sexual Abuse Tool.

7.   Recognising peer abuse

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

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim

- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

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

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

Taking into consideration the points below, each school will establish the response protocol suitable for their particular setting and staff structure. Appendix B must be completed and reviewed at least annually or as required.

7.1. Taking Action

- Always take complaints seriously (this includes observed behaviour e.g. a group of students making suggestive remarks)
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Provide additional restorative processes where necessary
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

7.2. Recording sexualised behaviour
The Assessment Tool for sexual abuse will be used when recording sexualised behaviour, see Appendix A.

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

Any incident that occurs that is recorded as 'abusive' or 'violent' must be reported to the Trust using the Serious Incident Report Template, Appendix E

7.3.   Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

7.4.   Consider the Intent

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

7.5.   Decide on your next course of action

If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy and other relevant protocols.

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

7.6.   Informing parents/carers

Parents or carers should normally be informed (unless this would out the victim at greater risk of harm). The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

Is the pupil 13+ and does not want to share with parents? Use the 'Gillick' test and the 'Fraser' guidelines.
https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines

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

8.   Points to consider

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

8.2.   Where did the incident or incidents take place?
Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

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

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

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

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

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

9.1.   For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support with peer groups/relationships with other young people, or some restorative justice work with all those involved may be required, as well as support to restore confidence and self-esteem. Procedures to ensure the student feels safe will be considered on a case by case basis and all appropriate steps will be taken to ensure this can be achieved. It is important to ensure that the victims continued school experience is not re-traumatising

Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, relationship abuse etc. It may be that through the continued curriculum of Relationship and Sex Education, PSHE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment 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.

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

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

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If

there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education elsewhere.

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

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

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

10.   Preventative Strategies
Child on child abuse can and will occur on any site even with the most robust policies and support processes. Preventative strategies and open cultures can reduce the incidence of child on child abuse.

The ELA 5Rs (Appendix C) will continuously be reviewed and challenged in each school to ensure there is a consistent trust culture of appropriate training and approach to preventative strategies that is overseen by the Trust Safeguarding Lead, the Deputy CEO.

All Schools within ELA strive to have an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. ELA schools make sure that 'support and report' signposting is available to young people.

Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.

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

11. Where to go for further information

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

DfE: Statutory guidance: Keeping children safe in education, September 2022
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges, September 2021
https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment- between-children-in-schools-and-colleges

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

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

DfE: Statutory guidance School suspensions and permanent exclusions, June 2021 https://www.gov.uk/government/publications/school-exclusion

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

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

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

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

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

DfE: Cyberbullying: Advice for headteachers and school staff, November 2014
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_d
ata/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_1
21114.pdf

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

UKCCIS: Sexting guidance for schools, 2020
https://www.gov.uk/government/publications/sexting-in-schools-and-colleges

UKCCIS: 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

UKCIS: Education for a connected world, June2020
https://www.gov.uk/government/publications/education-for-a-connected-world

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

Equality and Human Rights Commission: Public Sector Equality Duty Guidance for Schools in England
https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty- guidance-schools-england
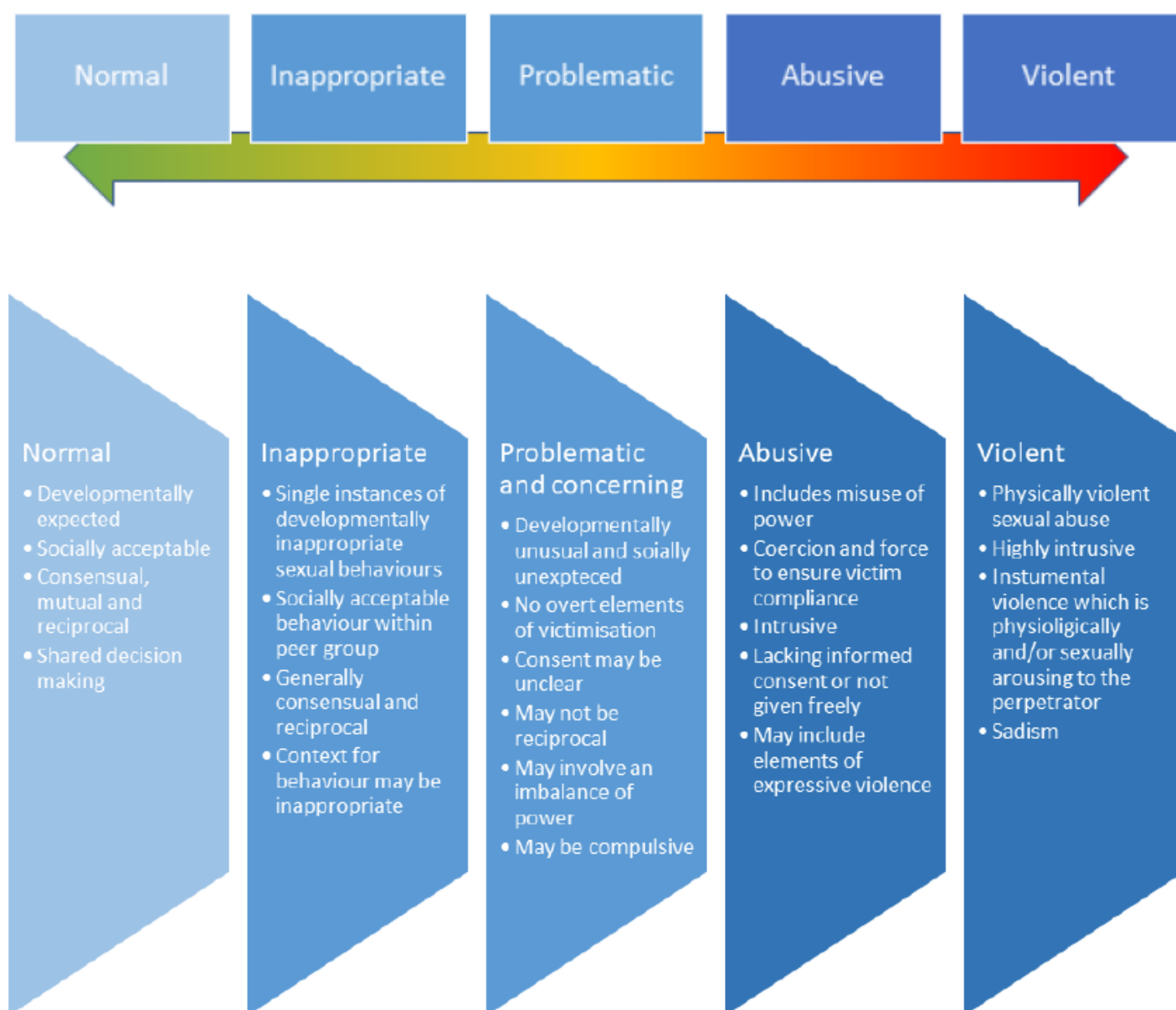
Key messages from research on children and young people who display harmful sexual behaviour (PDF)
https://www.csacentre.org.uk/index.cfm/_api/render/file/?method=inline&fileID=E2C17C42-
5084-47CC-902E94451079C6B6

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

Appendix A - Harassing behaviour of a sexual nature – Assessment Tool

Sexualised behaviour should be seen as a continuum, ranging from 'normal' to 'inappropriate' and 'abusive' (Hackett, 2010).

Using the information you've gathered, consider where the child or young person's behaviour sits on the continuum:

Normal	Inappropriate	Problematic	Abusive	Violent

Normal
- Developmentally expected
- Socially acceptable
- Consensual, mutual and reciprocal
- Shared decision making

Inappropriate
- Single instances of developmentally inappropriate sexual behaviours
- Socially acceptable behaviour within peer group
- Generally consensual and reciprocal
- Context for behaviour may be inappropriate

Problematic and concerning
- Developmentally unusual and soially unexpteced
- No overt elements of victimisation
- Consent may be unclear
- May not be reciprocal
- May involve an imbalance of power
- May be compulsive

Abusive
- Includes misuse of power
- Coercion and force to ensure victim compliance
- Intrusive
- Lacking informed consent or not given freely
- May include elements of expressive violence

Violent
- Physically violent sexual abuse
- Highly intrusive
- Instumental violence which is physioligically and/or sexually arousing to the perpetrator
- Sadism

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Appendix B – Response Protocol to Harassing Behaviour of a Sexual Nature

Behaviour	Response
INAPPROPRIATE – Single instances of developmentally inappropriate sexual behaviours	
INAPPROPRIATE – Socially acceptable behaviour within peer group	
INAPPROPRIATE – Generally consensual and reciprocal	
INAPPROPRIATE – Context for behaviour may be inappropriate	
PROBLEMATIC AND CONCERNING – Developmentally unusual and socially unexpected	
PROBLEMATIC AND CONCERNING – No overt elements of victimisation	
PROBLEMATIC AND CONCERNING – Consent may be unclear	
PROBLEMATIC AND CONCERNING – May not be reciprocal	
PROBLEMATIC AND CONCERNING – May involve an imbalance of power	
PROBLEMATIC AND CONCERNING- May be compulsive	

Behaviour	Response
ABUSIVE – Includes misuse of power	
ABUSIVE – Coercion and force to ensure victim compliance	
ABUSIVE – Intrusive	
ABUSIVE – Lacking informed consent or not given freely	
ABUSIVE – May include elements of expressive violence	

VIOLENT – Physically violent sexual abuse	
VIOLENT – Highly intrusive	
VIOLENT – Instrumental violence which is physiologically and/or sexually arousing to the perpetrator	
VIOLENT – Sadism	

Appendix C – ELA 5Rs for Sexual Abuse

School: Date:

RSHE – What are we teaching our students, when and why?

Ofsted Recommendations	Review	Action
A carefully sequenced RSHE curriculum, based on the DfE's statutory guidance that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'		

Research and Training – How are we developing knowledge and understanding of all (staff, students, parents and governors)

Ofsted Recommendations	Review	Action
High-quality training for teachers delivering RSHE *Training to ensure that all staff (and governors, where relevant) are able to:* o *better understand the definitions of sexual harassment and sexual violence, including online sexual abuse;* o *identify early signs of child on child sexual abuse;*		

o *consistently uphold standards in their responses to sexual harassment and online sexual abuse*		

Reporting – How have we created a culture and environment where you people are able to report sexual abuse and trust us to respond appropriately and robustly?

Ofsted Recommendations	Review	Action
A behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated *Working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour* *Support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs*		

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Recording – What do we record, how and where?

Ofsted Recommendations	Review	Action
Routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse		

Responding and reviewing – What are we doing with information to inform our behaviour policy, RSHE curriculum and training? Who do we share the information with?

Ofsted Recommendations	Review	Action
A carefully sequenced RSHE curriculum, based on the DfE's statutory guidance that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and		

young people tell us they find particularly difficult, such as consent and the sending of 'nudes' *A behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated* *High-quality training for teachers delivering RSHE* *Training to ensure that all staff (and governors, where relevant) are able to:* o *better understand the definitions of sexual harassment and sexual violence, including online sexual abuse;* o *identify early signs of child on child sexual abuse* o *consistently uphold standards in their responses to sexual harassment and online sexual abuse*		

Appendix D - Serious Incident: Internal or External

The following protocol will be followed in ELA schools when a serious incident has occurred involving our students.

1	**Statement taken from the alleged victim.**
2	**Statement taken from the alleged perpetrator.**
3	**School will engage with the appropriate bodies / professionals.**
4	**A face-to-face meeting with victims parents will be arranged, which will be minuted with agreed outcomes. This will follow up in writing.**
5	**A face-to-face meeting with perpetrators parents will be arranged, which will be minuted with agreed outcomes. This will follow up in writing.**
6	**School DSL will complete a serious incident report, which will be submitted to the DCEO*.**
7	**Supported action guided by DCEO and external bodies/professionals.**
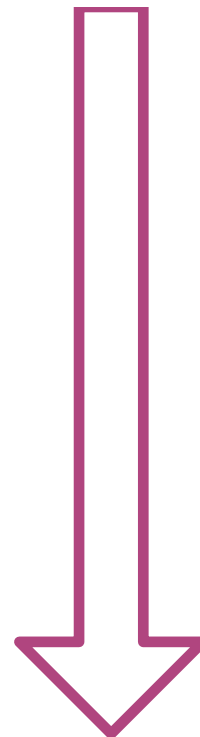
* for step 6 the serious incident report must be completed within 24 hours of the incident being reported and as a result may be completed prior to steps 3-5

Appendix E - Serious Incident Report

This form is to be completed within 24 hours from when any serious incident is reported and sent to the Deputy CEO and CEO

School: **Date:**

*Do not use and student names in this document. Only use a student's first initial as a capital letter through the document

Description of Incident	Information Recorded and Chronology	Actions (Victim and Alleged Perpetrator)

Trust Safeguarding Lead:

Comments	Recommended Action

DSL/Head of Academy response:

Confirmation of Recommended Action Completion (to be completed within 48 hours of feedback being received from DCEO)

Appendix F – Child Sexual Abuse Tool

	Healthy	Inappropriate, Problematic or concerning	Abusive and Violent
	← (gradient arrow) →		
0 – 4 years: infant, toddler, pre-school	• Touching or rubbing their own genitals. • Enjoying being nude. • Showing others their genitals. • Playing 'mummies and daddies' or 'doctors and nurses'. • Touching or curious about other children's genitals • Touching or curious about breasts, bottoms or genitals of adults • Interest in body parts and what they do • Curiosity about the differences between boys and girls • Using slang words/dirty language for bathroom and sexual functions • Playing age appropriate games or videos on electronic devices, under supervision (low risk for sexually abusive behaviours)	• Preoccupation with adult sexual behaviour • Pulling other children's pants down/skirts up/trousers down against their will • Talking about sex using adult slang or age inappropriate language • Preoccupation with touching the genitals of other people • Following others into toilets or changing rooms to look at them or touch them • Talking about sexual activities seen on TV/online • Persistent masturbation that does not cease when told to stop. • Forcing another child to engage in sexual play. • Sexualising play with dolls such as 'humping' a teddy bear. • Touching the private parts of adults not known to the child. • Chronic peeping behaviour • Spending a lot of time using technology and being upset when devices are removed (risk of inappropriate content and contacts)*	• Persistently touching the genitals of other children or adults • Simulation of sexual activity in play • Sexual behaviour between young children involving penetration with objects • Forcing other children to engage in sexual play • Touching or rubbing themselves to the exclusion of normal childhood activities; hurting their own genitals by rubbing or touching. • Oral sex • Accessing sexual material online**

	Healthy	Inappropriate, Problematic or concerning	Abusive and Violent
5 – 9 years: early school years	• Feeling and touching own genitals • Curiosity about other children's genitals • Curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships • Sense of privacy about bodies • Telling stories or asking questions using swear and slang words for parts of the body • Self-touching including masturbating • 'Show me yours/I'll show you mine' with same age children • Hearing and telling age appropriate 'dirty' jokes • Playing mummies and daddies • Kissing, holding hands • Mimicking or practicing observed behaviours such as pinching a bottom • Increased curiosity in adult sexual behaviour ('where do babies come from?' etc) • Using slang words/dirty language for bathroom and sexual functions, talking about 'sex'	• Questions about sexual activity which persist or are repeated frequently, despite an answer having been given • Sexual bullying face to face or through texts or online messaging • Engaging in mutual masturbation • Persistent sexual images and ideas in talk, play and art • Use of adult slang language to discuss sex • Continually rubbing/touching their own genitals in public • Persistent use of dirty words • Wanting to play sex games with much older or younger children • Continually wanting to touch the private parts of other children • Chronic peeping behaviour • Wanting to play sex games with much older or younger children • Sending/receiving "dick" pics (exploitation risk) • Accessing pornography and playing violent or sexual video games (risks: grooming, lowers inhibitions) • Having own social media accounts and spending a lot of time online (risks: grooming, less time with peers, inappropriate posts)	• Frequent masturbation in front of others • Sexual behaviour engaging significantly younger or less able children • Forcing other children to take part in sexual activities • Simulation of oral or penetrative sex • Accessing pornographic material online • Exposing other children to pornography online • Touching or rubbing themselves persistently in private or public to the exclusion of normal childhood activities • Rubbing their genitals on other people • Forcing other children to play sexual games • Sexual knowledge too advanced for their age • Talking about sex and sexual acts habitually • Posting sexual images or videos online • Cyber bullying others using intimate images to extort other children • Grooming other children • Meeting online 'friends' face to face (risk of sexual assault)

	Healthy	Inappropriate, Problematic or concerning	Abusive and Violent
	• Using photos, videos to record their life, • Accidental access to pornography (risk for sexually abusive behaviours)		
10 – 13 years: pre-adolescence	• 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 peers • Occasional masturbation • 'Show me yours/I'll show you mine' with peers • Kissing and flirting • Genital or reproduction conversations with peers • 'Dirty' words or jokes with their peer group • Having own social media accounts that are monitored by parents/carers • Using photos, videos to record their life (low risk)	• 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 • Attempting to expose others' genitals • Sexual knowledge too advanced for their age once context is considered • Pre-occupation with masturbation • Mutual masturbation/group masturbation	• Exposing genitals or masturbating in public • Distributing naked or sexually provocative images of self or others - Sexting • 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 • Compulsive masturbation, including task interruption to masturbate • Repeated or chronic peeping, exposing or using obscenities • Chronic pornographic interest including child pornography (sources include the internet, pay TV, videos, DVDs and magazines)

	Healthy	Inappropriate, Problematic or concerning	Abusive and Violent
	• Playing age appropriate games online (low risk) • Access to pornography (low risk)	• Single occurrence of peeping, exposing, obscenities, pornographic interest (sources include the internet, pay TV, videos, DVDs and magazines) • Simulating foreplay or intercourse with peers with their clothes on • Taking nude, sexual images of themselves • Secretive about using the internet/social media (risk of being groomed or exploited)	• Degradation/humiliation of themselves or others using sexual themes • Touching the genitals of others without permission • Sexually explicit threats - written or verbal • Forced exposure of others' genitals • Simulating intercourse with peers with clothes off • Penetration of dolls, children or animals • Taking/sharing nude sexual images of others • Sharing nude sexual images of themselves • Having suggestive avatars (online characters) or usernames (risk of grooming) • Meeting online 'friends' face to face
14 – 17 years adolescence	• Solitary masturbation • Sexually explicit conversations with peers • Obscenities and jokes within the current cultural norm • Interest in erotica / pornography • Having sexual or non-sexual relationships • Sexual activity including hugging, kissing, holding hands	• Accessing exploitative or violent pornography • Concern about body image • Taking and sending naked or sexually provocative images of self or others • Joining adult-only social networking sites and giving false personal information	• 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

	Healthy	Inappropriate, Problematic or concerning	Abusive and Violent
	• 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 • Use of internet to chat online. • Viewing sexual content for arousal (low risk) • Sending/receiving sexual images of others with consent (low risk)*	• Experimental or sexual attention seeking with no real intent to harm another young person • Sexual pre-occupation that interferes with daily functions (e.g. masturbation) • Pre-occupation with chatting online, giving out personal details, meeting online acquaintances • Sexually aggressive themes/obscenities • Single occurrence of peeping, exposing, using obscenities • Unsafe sexual practices • Sending/receiving sexual images of multiple people with their consent*	• 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 • Involvement in sexual exploitation and/or trafficking of others and sexual contact with animals • Downloading, distributing or producing sexual images which involve a criminal or abusive element beyond the creation, sending or possession of these images themselves, without adult involvement • Compulsive masturbation, especially chronic or public. • Repeated or chronic peeping, exposing or using obscenities. • Chronic pornographic interest including child pornography (sources include the internet, pay TV, videos, DVDs and magazines) • Degradation/humiliation of themselves or others using sexual themes • Touching the genitals of others without permission

	Healthy	Inappropriate, Problematic or concerning	Abusive and Violent
			• Sexually explicit threats - written or verbal • Sending nude or sexually provocative images or self or others • Penetration of dolls, children or animals • Sexual harassment forced sexual contact • Forced exposure of others' genitals • Sexually explicit talk with younger children • Sexual contact with others of significant age/developmental differences • Taking sexual images of others to exploit them* (child pornography, exploitation risk) • Having multiple nude images of others (risks as above plus exploitation)

*It is problematic if a parent or carer sets limits on technology use and a young person finds ways round this (e.g. using it at a friend's house). It is better to explain the risks involved and seek trust, rather than remove a device.

**Access is accidental or a child is exposed to it deliberately by an adult. It is inappropriate for a child of this age to be exposed to sexual material on or off-line.

Adapted from Gil 1993: Cavanagh Johnson 1999; Ryan 2000; Barentt et al, 2007 and Hackett 2010.

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