

# STCAT Sexual Violence and Sexual Harassment (Peer on Peer Abuse) Statement of Intent

## November 2021

### Introduction

The St Thomas Catholic Academies Trust (STCAT) 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 abuse as well as physical and sexual abuse. Peer on peer abuse will not be tolerated or passed off as part of “banter” or part of “growing up”.

We are committed to a whole Trust approach to ensure the prevention, early identification and appropriate management of peer-on-peer abuse within our schools and beyond.

Keeping Children Safe in Education (KCSIE), 2021 states that -

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

*‘All staff should be clear as to the school’s or college’s policy and procedures with regards to peer on peer 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.’*

In cases where peer on peer abuse or bullying is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of 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;
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, safeguarding and child protection policy and online safety policy.

This Statement concentrates on peer-on-peer abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on peer-on-peer abuse as set out in Keeping Children Safe in Education (September 2021), Working Together to Safeguard Children 2018 and the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges, May 2018.

## **Aims**

### **This Statement will: -**

- Set out our strategies for preventing, identifying and managing peer on peer abuse
- Take a contextual approach to safeguarding all children and young people involved. Acknowledging that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

## **Understanding Peer on Peer abuse**

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

The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing.

Sexual harassment and sexual violence may also occur online and offline.

## **The Context**

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB).

We are adopting the NSPCC definition of HSB as: -

"Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours (Appendix 1).

## **Vulnerable groups**

We recognise that all children can be at risk, however we acknowledge that some groups are more vulnerable. This can include children or young people who:

- have experience of abuse within their family.
- are living with domestic violence.
- are young people in care.
- are children who go missing.
- are children with additional needs (SEN and/or disabilities).

- are children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.

Whist research tells us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools, this is not confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways.

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 or 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.

### **Responding to Alleged Incidents of sexual violence and sexual harassment**

All alleged incidents of peer-on-peer abuse will be assessed on a case-by-case basis, with the designated safeguarding lead or their deputy taking a leading role using their professional judgement. Support will be sought from other agencies such as social care or the police as required.

#### **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 true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

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

#### **The immediate response to an alleged incident**

- The school will take all alleged incidents seriously and will reassure the victim that they will be supported and kept safe.
- All staff will be trained on how to manage an alleged incident
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the alleged incident with those people who are necessary to progress it.
- A written account will be made as soon after the discussion as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
- Assess the needs of the victim and child alleged to have caused harm.
- Where the alleged incident includes an online element the school or college will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the Designated Safeguarding Lead) is present.
- The Designated Safeguarding Lead will be informed as soon as possible and consider a referral to the police and social care.
- The Designated Safeguarding Lead must complete a risk assessment (Appendix 7) whereby sexual violence has occurred. This must be shared with the Multi Agency Safeguarding Hub (MASH).

#### **When producing a written account of sexualised behaviour it is essential that staff:**

- Make notes as soon as possible, as you can quickly forget or confuse detail
- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- 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.

#### **Gather the Facts**

Where the alleged incident is likely to lead to a school-based sanction, you should speak to all the young people involved separately and gain a statement of facts from them. 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.

#### **Consider the Intent**

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

#### **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.

**If Social Care and the police intend to pursue this further**, they may ask you 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.

#### **Informing parents/carers**

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 allegedly harmed or who harmed another.

In all circumstances where the risk of harm to the child is evident, 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).

### **Points to consider**

- 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.
- 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?
- 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 (regular and repetitive)? Is the version of one young person different from another, and if so, why?
- 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? Has that 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?

### **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?

### **Risk Assessment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs' assessment. Where there has been a report of sexual harassment, a risk assessment must be completed and submitted to Social Care. The risk and needs' assessment should consider:

- The victim, especially their protection and support.
- The child alleged to have caused harm; and
- All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

Risk assessments will be recorded on CPOMS and be kept under review.

### **Follow up Actions**

#### **Children sharing a classroom:**

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police:

- The child alleged to have caused harm may be removed from any classes they share with the victim.
- We will consider how best to keep the victim and child alleged to have caused harm a reasonable distance apart on school premises and on transport to and from the school.

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

## **Options to manage the alleged incident**

### **Manage internally**

1. In some cases of sexual harassment, 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 pastoral support. This decision is considered on the outcome of contact with Social Care and submission of a completed risk assessment.

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 on CPOMS.

**It is important to ensure that details of sanctions for the child 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 child involved. An overview of the sanctions may also be shared with the victim's parents.**

2. In line with point 1 above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to Social Care following locally agreed protocols.

Where statutory assessments are appropriate, the designated safeguarding lead or a deputy 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 child alleged to have caused harm and any other children that require support.

### **Reporting to the Police**

***Designated Safeguarding Leads have a responsibility to report all alleged crimes to the police.***

The designated safeguarding lead (and their deputies) will also follow local processes for safeguarding referrals.

Where an alleged incident of rape, assault by penetration or sexual assault is made, this will be passed on to the police immediately. 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. The police will take a welfare approach, rather than a criminal justice approach.

Where an alleged incident has been reported to the police, the school or college will consult the police and agree what information can be disclosed to staff and others, the child 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 children involved (including potential witnesses). Where required, advice from the police will be sought in order to help us.

Whilst protecting children and/or taking any disciplinary measures against the child alleged to have caused harm, we will work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation.

### **The end of the criminal process**

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensuring relevant protections are in place for all children. We will consider any suitable action following our behaviour policy. If the child alleged to have caused harm remains at school we will be very clear as to our expectations regarding the child alleged to have caused harm now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the child alleged to have caused harm's timetable.

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

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the child 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 child has the right to an education.***

### **Support for Children Affected by Sexual-Assault**

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 in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.

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 (from 2020), 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.

Support for victims of sexual assault is available from a variety of agencies.

We 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 child and their family.

If they are moved, we will ensure the new school is aware of the ongoing support they may need. The Designated Safeguarding Lead will support this move.

Where there is a criminal investigation, the child alleged to have caused harm may be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings. We will work closely with the police.

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 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 child alleged to have caused harm to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students).

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

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

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and child alleged to have caused harm. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

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 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.

Specific 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 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.

### **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.

### **Physical Abuse**

While a clear focus of peer-on-peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils 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.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix 1) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

### **Online Behaviour**

Many forms of peer-on-peer abuse have an element of online behaviour including behaviours such as cyberbullying and sexting.

Policies and procedures concerning this type of behaviour can be found in the Trust's Safeguarding and Child Protection Policy.

## **Prevention**

The Trust actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

- Educating all Governors, Senior Leadership Team, staff and volunteers, students and parents about this issue. This will include training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it. This includes:
  - Contextual Safeguarding.
  - The identification and classification of specific behaviours.
  - The importance of taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing.
  - Educating children about the nature and prevalence of peer-on-peer abuse via PSHE and the wider curriculum.
  - Pupils/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.
  - They are regularly informed about the School's approach to such issues, including its zero- tolerance policy towards all forms of peer-on-peer abuse.
  - Engaging parents on this issue by:
    - (a) talking about it with parents, both in groups and one to one;
    - (b) asking parents what they perceive to be the risks facing their child and how they would like to see the School address those risks; and
  - Ensuring that all peer-on-peer abuse issues are fed back to the School's safeguarding lead so that they can spot and address any concerning trends and identify pupils/students who maybe in need of additional support.
  - Challenging the attitudes that underlie such abuse (both inside and outside the classroom).
  - Working with Governors, Academy Trusts, Senior Leadership Team, all staff and volunteers, pupils/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 pupils/students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to.
  - Responding to cases of peer-on-peer abuse promptly and appropriately.

## **Multi-agency working**

Each School actively engages with its local partners in relation to peer-on-peer abuse and works closely with their local 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 peer-on-peer abuse. They help the School:

- (a) To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist.
- (b) To ensure that our students can access the range of services and support they need quickly.

(c) To support and help inform our local community's response to peer-on-peer abuse.

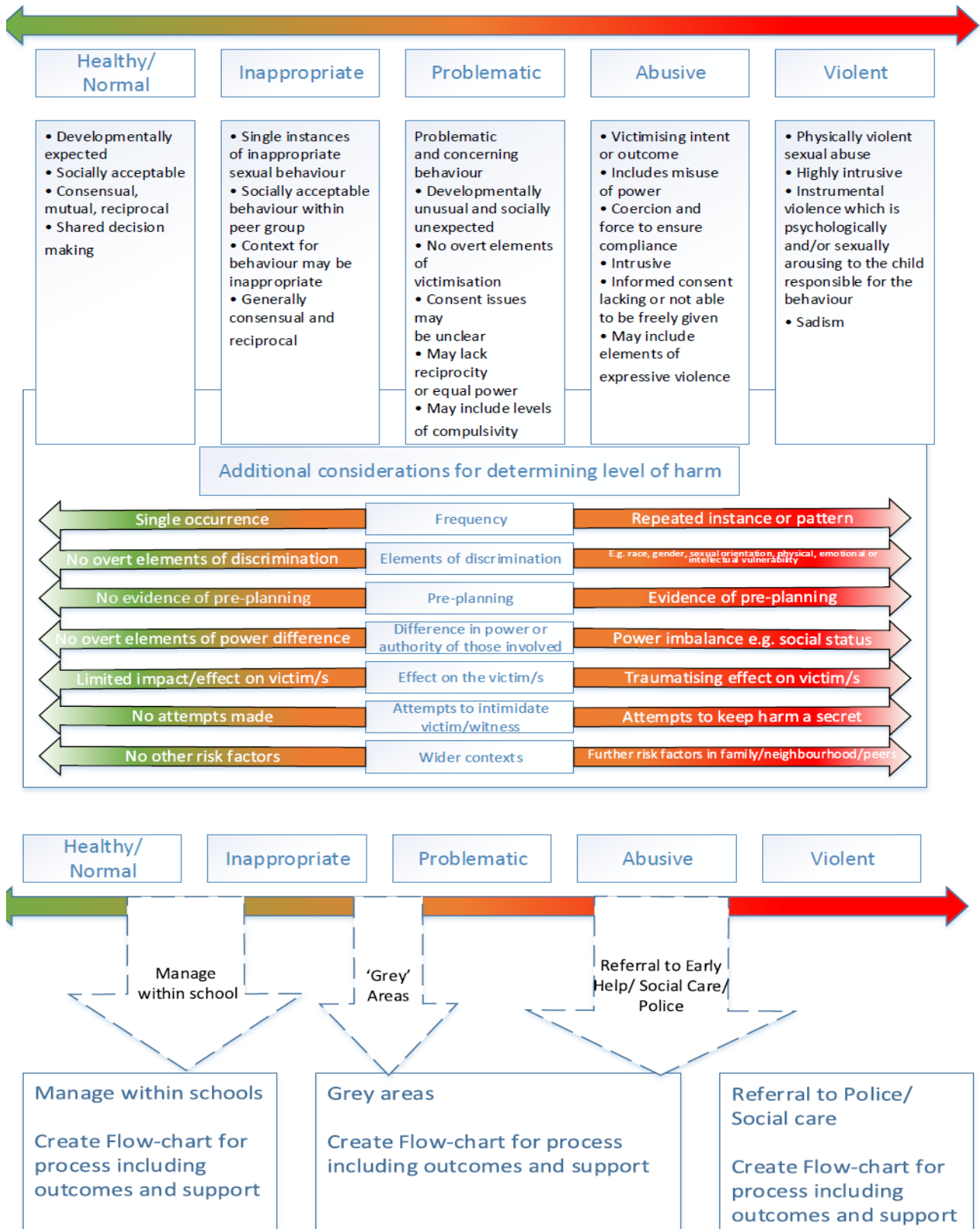
(d) To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our pupils/students.

The School actively refers concerns/allegations of peer-on-peer abuse where necessary to children's social care, and/or other relevant agencies.

In cases involving children who are subject to risk, harm and abuse and who have Looked After Children (LAC) status, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

# Appendix 1

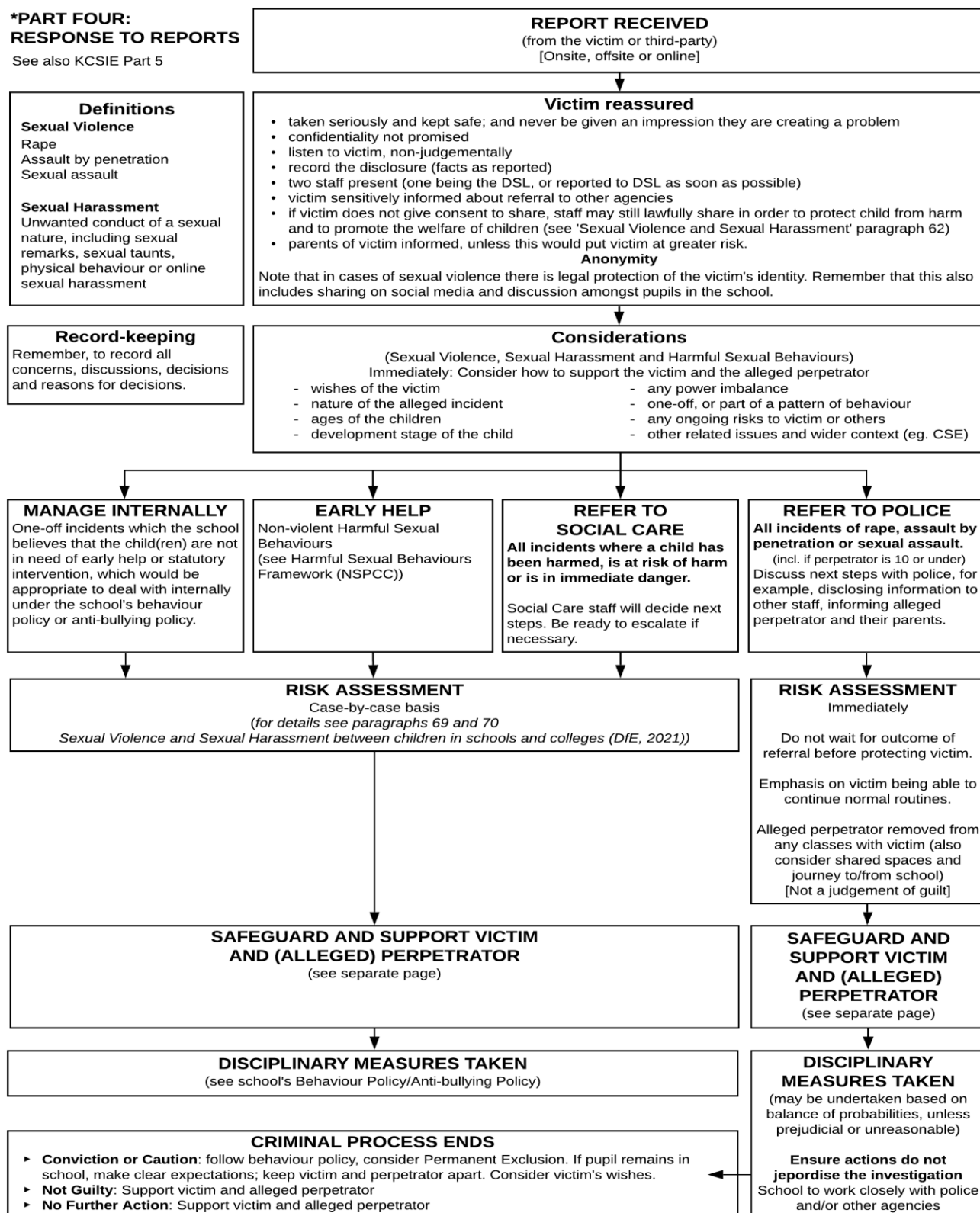
Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:



# Appendix 2

## \*PART FOUR: RESPONSE TO REPORTS

See also KCSIE Part 5



**Source:**

\*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

SVSH Flow Chart for Schools 2021 v.1.0

## Appendix 3

### Support for Young People:

#### 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).

## Appendix 4

### Useful Publications and Websites

#### Government Publications

- Sexual harassment and sexual violence in schools - [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)
- Keeping Children safe in Education - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)
- Preventing youth violence and gang involvement - [Advice to schools and colleges on gangs and youth violence - GOV.UK \(www.gov.uk\)](https://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](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE: Statutory guidance: Working together to safeguard children, 2018 - <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges, May 2018 - <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 exclusion - <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 Education and Relationship and Sex Education, July 2020 - <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- DfE: Behaviour and discipline in schools - <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- DfE: Mental health and behaviour in schools - <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- DfE: Cyberbullying: Advice for headteachers and school staff, November 2014 - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)
- DfE: Mental health and behaviour in schools, November 2018 - <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Relationship Education , Relationship and Sex Education HMSO - [www.gov.uk/government/news/relationships-education-relationships-and-sex](https://www.gov.uk/government/news/relationships-education-relationships-and-sex)
- UKCIS: Sexting guidance for schools, 2016 - <https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>
- UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017 - <https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools>
- UKCIS: Education for a connected world, June 2020 - <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>

## Other useful documents

- The Safeguarding Network – Peer-on-peer abuse  
<https://safeguarding.network/safeguarding-resources/peer-peer-abuse/>
- Preventing abuse among children and young people-guidance from Stop it Now  
[stop\\_booklets\\_childs\\_play\\_preventing\\_abuse\\_among\\_children\\_and\\_young\\_people01\\_14.pdf](http://stopitnow.org.uk/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf)  
([stopitnow.org.uk](http://stopitnow.org.uk))
- 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  
[Protecting children from harmful sexual behaviour | NSPCC Learning](https://www.nspcc.org.uk/learning/protecting-children-from-harmful-sexual-behaviour/)
- NCB Harmful sexual behaviour  
[Workforce perspectives on harmful sexual behaviour | National Children's Bureau \(ncb.org.uk\)](https://www.ncb.org.uk/workforce-perspectives-on-harmful-sexual-behaviour/)
- NSPCC – Is this sexual abuse?  
[“Is this sexual abuse?” | NSPCC Learning](https://www.nspcc.org.uk/learning/is-this-sexual-abuse/)
- 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>
- Equality and Human Rights Commission: Public Sector Equality Duty Guidance for Schools in England  
[Equality Duty Guidance for Schools in England \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/equality-duty-guidance-for-schools-in-england/)
- Key messages from research on children and young people who display harmful sexual behaviour (PDF)  
[Key messages from research on children and young people who display harmful sexual behaviour - CSA Centre](https://www.csa-centre.org.uk/key-messages-from-research-on-children-and-young-people-who-display-harmful-sexual-behaviour/)



- NPCC- When to call the police (PDF)

[2491596 C&YP schools guides.indd \(npcc.police.uk\)](#)

## Appendix 5

### 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](http://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: -

- The age of consent is 16:
- A child under the age of 13 can never consent to any sexual activity;
- 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 and Research in Practice's Harmful Sexual Behaviour Framework:

[www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf](http://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

[www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool](http://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.

## **Contextual Safeguarding**

All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

## Appendix 6

### Brook sexual behaviours traffic light tool

**Behaviours: age 0 to 5** - All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is an amber behaviour?</b></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><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• preoccupation with adult sexual behaviour             <ul style="list-style-type: none"> <li>• pulling other children's pants down/skirts up/trousers down against their will</li> <li>• talking about sex using adult slang</li> </ul> </li> <li>• preoccupation with touching the genitals of other people</li> <li>• following others into toilets or changing rooms to look at them or touch them</li> <li>• talking about sexual activities seen on TV/online</li> </ul>	<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices</p> <p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p> <p><b>Green behaviours</b></p> <p>holding or playing with own genitals</p> <ul style="list-style-type: none"> <li>• attempting to touch or curiosity about other children's genitals</li> <li>• attempting to touch or curiosity about breasts, bottoms or genitals of adults</li> <li>• games e.g. mummies and dad-dios,</li> <li>• doctors and nurses</li> <li>• enjoying nakedness</li> <li>• interest in body parts and what they do</li> <li>• curiosity about the differences between boys and girls</li> </ul>	<p><b>What is a red behaviour?</b></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><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• persistently touching the genitals of other children</li> <li>• persistent attempts to touch the genitals of adults</li> <li>• simulation of sexual activity in play</li> <li>• sexual behaviour between young children involving penetration with objects</li> <li>• forcing other children to engage in sexual play</li> </ul>
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**Behaviours: age 5 to 9:** All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b></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, con- sensual activities and positive choices</p> <p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p> <p><b>Green behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• feeling and touching own genitals</li> <li>• curiosity about other children's genitals</li> <li>• curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same- sex relationships</li> <li>• sense of privacy about bodies</li> <li>• telling stories or asking questions using swear and slang words for parts of the body</li> </ul>	<p><b>What is an amber behaviour?</b></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><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p><b>Amber behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• questions about sexual activity which persist or are repeated frequently, despite an answer having been given</li> <li>• sexual bullying face to face or through texts or online messaging</li> <li>• engaging in mutual masturbation</li> <li>• persistent sexual images and ideas in talk, play and art</li> <li>• use of adult slang language to discuss sex</li> </ul>	<p><b>What is a red behaviour?</b></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><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p><b>Red behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• frequent masturbation in front of others</li> <li>• sexual behaviour engaging significantly younger or less able children</li> <li>• forcing other children to take part in             <ul style="list-style-type: none"> <li>• sexual activities                 <ul style="list-style-type: none"> <li>• simulation of oral or penetrative sex</li> </ul> </li> </ul> </li> <li>• sourcing pornographic material online</li> </ul>
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## Behaviours: age 9 to 13

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

<p><b>What is a green behaviour?</b></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><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p> <p><b>Green behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>solitary masturbation</li> <li>use of sexual language including swear and slang words</li> <li>having girl/boyfriends who are of the same, opposite or any gender</li> <li>interest in popular culture, e.g. fashion, music, media, online games, chatting online</li> <li>need for privacy</li> <li>consensual kissing, hugging, holding hands with peers</li> </ul>	<p><b>What is an amber behaviour?</b></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><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p><b>Amber behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>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</li> <li>verbal, physical or cyber/virtual sexual bullying involving sexual aggression</li> <li>LGBT (lesbian, gay, bisexual, transgender) targeted bullying</li> <li>exhibitionism, e.g. flashing or mooning</li> <li>giving out contact details online</li> <li>viewing pornographic material</li> <li>worrying about being pregnant or having STIs</li> </ul>	<p><b>What is a red behaviour?</b></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><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p><b>Red behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>exposing genitals or masturbating in public</li> <li>distributing naked or sexually provocative images of self or others</li> <li>sexually explicit talk with younger children</li> <li>sexual harassment</li> <li>arranging to meet with an online acquaintance in secret</li> <li>genital injury to self or others</li> <li>forcing other children of same age, younger or less able to take part in sexual activities</li> <li>sexual activity e.g. oral sex or inter-course</li> <li>presence of sexually transmitted infection (STI)</li> <li>evidence of pregnancy</li> </ul>
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## 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><b>What is a green behaviour?</b></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, con- sensual activities and positive choices</p> <p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional info</p> <p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>solitary masturbation</li> <li>sexually explicit conversations with peers</li> <li>obscenities and jokes within the current cultural norm</li> <li>interest in erotica/pornography</li> <li>use of internet/e-media to chat online</li> <li>having sexual or non-sexual relationships</li> <li>sexual activity including hugging, kissing, holding hands</li> <li>consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability</li> <li>choosing not to be sexually active</li> </ul>	<p><b>What is an amber behaviour?</b></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><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>accessing exploitative or violent pornography</li> <li>uncharacteristic and risk-related behaviour, e.g. sudden and/or pro- vocative changes in dress,</li> <li>withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>concern about body image</li> <li>taking and sending naked or sexually provocative images of self or others</li> <li>single occurrence of peeping, exposing, mooning or obscene gestures</li> <li>giving out contact details online</li> <li>joining adult- only social networking sites and giving false personal information</li> <li>arranging a face to face meeting with an online contact alone</li> </ul>	<p><b>What is a red behaviour?</b></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, develop- mental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur</p> <p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>exposing genitals or masturbating in public</li> <li>preoccupation with sex, which interferes with daily function</li> <li>sexual degradation/humiliation of self or others</li> <li>attempting/forcing others to expose genitals</li> <li>sexually aggressive/exploitative behaviour</li> <li>sexually explicit talk with younger children</li> <li>sexual harassment</li> <li>non-consensual sexual activity</li> <li>use of/acceptance of power and control in sexual relationships</li> <li>genital injury to self or others</li> <li>sexual contact with others where there is a big difference in age or ability</li> <li>sexual activity with someone in authority and in a position of trust</li> <li>sexual activity with family members</li> </ul>
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## Appendix 7

### Example Safety Plan

#### Safety Plan for Peer on Peer Abuse/ Harmful Sexual Behaviour

This safety plan is intended to be used by schools whereby an incident(s) of peer on peer abuse has occurred or is likely to occur. The safety plan will show considerations made for both/all pupils involved and will highlight the plan in place to keep all pupils safe. It will also take into consideration the wishes and feelings of all children involved. Each section/question will be considered from the perspective of all pupils 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) 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 and the DFE Sexual Violence and Sexual Harassment in schools and colleges**

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 PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
What is the incident? Who was involved? Where did it happen				

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
<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 peers)?</p>				
<p>Do they share classes?</p>				
<p>Do they share break times? Do they share peer/friendship groups?</p>				

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
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	SERVICE	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	SERVICE	Date
Police informed			
Referral to MASH			
Referral to external support services			
Referral to internal support services			
Referral to CAMHS			
Referral to early help			
Other			

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