Child on Child Abuse/ Sexual Harassment and Violence Policy

Version	Date	Details
1.0	September 2024	See details of version changes table

Date policy last reviewed: Autumn 2024

Policy Lead: D Denny

Signed by:

_____   Date__5th December 2024_____
Principal

_____   Date__5th December 2024_____
Chair of Governors

Details of the Changes

Page No	Section, if applicable	Details of the change/amendment etc
8	Section 6	New paragraph addition
8-9	Section 7	New paragraph addition
12	Section 9	Sub-heading added to heading Paragraph updated
23-24	Appendix 4	Links updated

Child on Child Abuse/Sexual Harassment and Violence

Statement of Intent

Holyhead School is committed to safeguarding and promoting the welfare of every child, both inside and outside the school premises, and is aware that abuse against children can be inflicted by other children. We implement a whole-school preventative approach to managing child-on-child abuse, ensuring that the wellbeing of the child is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of mutual respect amongst all students.
- Teaching students about behaviour that is acceptable and unacceptable.
- Identifying and making provision for any student that has been subject to abuse.
- Ensuring that members of the governing board, the Head of School and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child-on-child abuse, and know to refer concerns to the DSL.
- Ensuring that safeguarding policies and procedures are transparent, clear and easy to understand for staff, students and parents/carers.

The DSL is Debbie Denny. In the absence of the DSL, child protection matters will be dealt with by David Beale.

Child on Child Abuse/Sexual Harassment and Violence

Contents

Child on Child Abuse/Sexual Harassment and Violence

1.   Introduction

Holyhead School, recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of "banter" or "growing up".

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond.

In cases where child on child abuse 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 child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

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

This policy also covers child on child abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education (September 2023) and should be read in conjunction with the Birmingham Safeguarding Children's Partnership Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

2. Aims

The policy will:-

- Set out our strategies for preventing, identifying and managing child on child 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 peers, parents or adults in the community.

3. Definitions

"Child-on-child abuse" is defined, for the purposes of this policy, as any form of abuse inflicted by one child or a group of children, i.e. individuals under the age of 18, against another child or group of children.

"Harmful sexual behaviour" is defined as any sexual behaviour which:

- Does not observe and respect any individuals on the receiving end of the behaviour, e.g. touching someone without their consent.
- Is inappropriate for the age or stage of development of the student.
- Is problematic, abusive or violent.
- May cause developmental damage.

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.

4. Types of child-on-child abuse

Staff will familiarise themselves with the forms that child-on-child abuse can take, including but not limited to:

Physical abuse

A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to another child.

While a clear focus of child on child 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

Sexual abuse

A form of abuse involving sexual activity between children – sexual abuse, for the purposes of this policy, is divided into two categories: sexual violence and sexual harassment.

"Sexual violence" encompasses the definitions provided in the Sexual Offenses Act 2003, including rape, assault by penetration, sexual assault, i.e. non-consensual sexual touching, and causing another child to engage in sexual activity without consent, e.g. forcing someone to touch themselves sexually.

"Sexual harassment" refers to any sexual behaviour that could violate another child's dignity, make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment, including:

● Sexualised jokes, taunting or comments.
● Physical behaviour, e.g. deliberately brushing against someone.
● Online sexual harassment, including:
  ➢ Upskirting.
  ➢ Sexualised online bullying.
  ➢ Unwanted sexual comments and messages, including on social media.
  ➢ Sexual threats or coercion.

The **"sharing of sexualised imagery"** can also constitute sexual harassment – this refers to the consensual and non-consensual sharing between students of sexually explicit content, including that which depicts:

● Another child posing nude or semi-nude.
● Another child touching themselves in a sexual way.
● Any sexual activity involving another child.
● Someone hurting another child sexually.

Staff will be aware that children creating, possessing, and distributing indecent imagery of other children is a criminal offence, even where the imagery is created, possessed,

and distributed with the permission of the child depicted, or by the child themselves. Incidents of sharing sexualised imagery will be handled in line with the Child Protection and Safeguarding Policy.

Intimate partner abuse

This involves a romantic partnership between children in which one or both partners are emotionally, physically or sexually abusive to the other (sometimes known as 'teenage relationship abuse'). This could include:

● Repetitive insults.
● Controlling behaviour, e.g. preventing a child from socialising with others or deliberately isolating them from sources of support.
● Sexual harassment.
● Threats of physical or sexual abuse.

Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything.

Bullying is acted out through the following mediums:

● Verbally
● Physically
● Emotionally
● Online (cyberbullying)

Bullying will generally be handled in line with the Anti-bullying Policy; however, particularly severe instances will be handled in line with this policy and the Child Protection and Safeguarding Policy.

Online abuse

This involves the use of technology and the internet in order to harass, threaten or intimidate another child. Instances of online abuse will be managed in line with this policy, the Online Safety Policy and the Anti-bullying Policy.

Discriminatory behaviour

Discriminatory behaviour encompasses abuse inflicted on a student because of their protected characteristics, e.g. religion, ethnicity, gender, sexual orientation, culture, or any SEND. Discriminatory behaviour is never acceptable, and all cases will be handled in line with this policy and the Child Protection and Safeguarding Policy.

In accordance with the Equality Act 2010, schools will not tolerate unlawful discrimination against students because of any protected characteristics they may have.

Many forms of child on child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. Online abuse involves the use of technology and the internet in order to harass, threaten or intimidate another child.

Policies and procedures concerning this type of behaviour can be found (in anti-bullying policy, online safety policy, and child protection policy)

5.   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). The school is aware of safeguarding complications around harmful sexual behaviour and that the alleged perpetrator may also be a victim of other safeguarding issues which would be taken into consideration.

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) and the Brook Traffic Lights (appendix 2)

6.   A whole-school approach to tackling child-on-child abuse

The school will continue to involve all members of the school community, including the governing board, staff, pupils, parents and other stakeholders, in creating a whole-school approach to child-on-child abuse.

The governing board will ensure that keeping children safe and protected from harm, including child-on-child abuse, is central to all policies and procedures implemented across the school. The school will ensure that procedures for handling child-on-child abuse are transparent, clear and understandable, and are readily accessible to any member of the school community who wishes to access them.

The school will implement a contextual approach to safeguarding students against child-on-child abuse and will ensure that all procedures take into account incidents of child-on-child abuse that occur outside of school or online.

The Principal will ensure that all staff receive adequate training on handling child-on-child abuse.

7. School culture

The school will prioritise cultivating a safe and respectful environment amongst students and ensure that all students are aware that the school will adopt a **zero-tolerance stance** on child-on-child abuse of any kind.

The school will promote respectful interactions amongst pupils, and all staff will model appropriate and respectful behaviour. Staff will take care to avoid normalising harmful behaviour, particularly harmful sexual behaviour, e.g. by refraining from the use of phrases such as 'boys will be boys' or describing such behaviour as 'just having a

laugh' or 'part of growing up', as these phrases can lead to a culture of unacceptable behaviours and normalised abuse.

The school will ensure that wider societal factors that exacerbate the problem of child-on-child abuse are reflected in its approach to creating a preventative culture. This means that individuals who are more likely to be abused, e.g. girls or LGBTQ+ pupils, or who are at increased risk of acting as a perpetrator in abusive situations, e.g. due to abusive home situations or anger management issues, are given additional support from an early stage. The school will have a clear set of values and standards that will be upheld and demonstrated throughout all aspects of school life and will be underpinned by the school's policies, procedures and curriculum.

6.   Protecting children with increased vulnerability to child on child abuse

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

Staff will be careful to acknowledge the increased risk certain students face while refraining from making assumptions about the nature of any reported, witnessed or suspected abuse. The school will ensure that action is taken, where possible, before major concerns arise; therefore, incidents of low-level abuse related to the characteristics of these groups will be handled in line with early help procedures, which are laid out within the Safeguarding and Child Protection Policy.

Whilst 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. Taking into account that sexual harassment against girls is widespread in society, and largely based in gender inequality, the school will aim to encourage gender equality in all aspects of its operations. The school will aim to promote and nurture healthy attitudes and relationships amongst students of all genders. Staff will challenge any incidents of misogynistic language or gender-based abuse, whether of a sexualised nature or not.

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 child on child 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, or 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.

LGBTQ+ students

Staff will be aware that students who are LGBTQ+, or are perceived to be LGBTQ+ whether they are or not, are more likely to be targeted by their peers, e.g. for discriminatory bullying.

The school will hold a zero-tolerance policy towards students using homophobic, biphobic or transphobic language, regardless of whether or not the language is being directed at another individual. Every staff member will be individually responsible for challenging such behaviour and making clear to all students that any abuse towards students who are LGBTQ+, or who are perceived to be, is unacceptable.

The school will ensure that it is able to provide a safe space for LGBTQ+ students to speak out and/or share their concerns with members of staff.

Students with SEND

Staff will be aware that students with SEND are at increased risk of child-on-child abuse, as they are three times more likely to be abused than their peers. The school will ensure that there are mechanisms in place to support students with SEND in reporting abuse, with due regard that these students may face additional barriers to reporting abuse and that spotting signs of abuse in these students may be harder.

Staff will avoid assuming that changes in the behaviour of students with SEND are as a result of their needs or disability, and will report any concerns to the DSL. The DSL and the SENCO will collaborate in the handling of instances of abuse towards students with SEND to ensure that barriers to communication can be effectively managed.

Black, Asian and minority ethnic students

Any racist abuse is unacceptable. The school will hold a zero-tolerance policy towards students using racist language, regardless of whether the language is being directed at another individual. Every staff member will be individually responsible for challenging such behaviour and making clear to all students that any abuse towards students from any background is unacceptable.

Staff will be aware that the wide variety of Black, Asian, and minority ethnic, as well as dual-heritage, identities that enrich our school, also intersect with other identities that may increase the risk of abuse, namely, students who are girls, with SEND, LGBTQ+, or perceived LGBTQ+.

Staff will be vigilant with regard to these students and the ways in which other students behave towards them, in order to ensure any incidents or potential incidents can be handled as soon as they occur.

7. **Channels for students to report abuse**

Students will be able to report incidents of child on child abuse or concerns about the behaviour of their peers through the following channels:

- The Holyhead Helpline.
- Worry box
- Sending a confidential email to the DSL and deputies.
- Disclosing to the DSL in person

All channels for reporting abuse will be promoted and publicised throughout the school, and all students will be made aware of how, and to whom, to report incidents of abuse. The school will also ensure students are aware of the type of behaviour that should be reported, ranging from criminal behaviour, e.g. rape or sexual assault, to everyday harassment, e.g. sexualised jokes or inappropriate comments, to ensure that victims do not view their experience as 'not serious enough' to report.

The school will maintain a culture that promotes reporting abuse, whether the individual reporting is the victim, a bystander, or a friend or relative of the victim. Staff will address any incidents of students equating reporting abuse to 'snitching' or being a 'tattle-tale', and will convey to these students how important it is to report abuse to help tackle the wider problem of child-on-child abuse in schools.

8. **Staff identifying and reporting concerns**

Staff will receive safeguarding training as part of their induction, and **annual** refresher training. This training will include guidance on how to recognise indicators of child-on-child abuse of all kinds, and how to distinguish between behaviour, particularly sexual behaviour, that is developmentally appropriate and that which is harmful.

When identifying students at risk of potential harm or who have been harmed by their peers, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem
- Changes to their social group, e.g. spending time with older students, or social isolation
- Alcohol or substance misuse

Where a student is displaying signs of being impacted by child-on-child abuse, or perpetrating child-on-child abuse, staff will report this to the DSL as soon as is reasonably practical.

Staff will challenge all instances of abusive or harmful behaviour displayed by students that they witness or are reported to them. Staff will not wait for concerns or situations between students to escalate before intervening; minor or singular instances of abusive behaviour will still be brought to the attention of the DSL and the student will always be spoken to about their behaviour and disciplined, where appropriate, in line with the Behaviour Policy.

Staff will enforce the school's policy that no known and substantiated incident of abusive or harmful behaviour between students will occur without consequences for the perpetrator(s), although these consequences will be decided on a case-by-case basis and will take into account the views of any victims involved, the context of the behaviour and the severity of the incident.

9. Responding to Alleged Incidents of child on child abuse (Early Help)

Upon receiving notice of a concern or incident, the DSL or Senior deputy DSL will advise whether the children involved in a child-on-child abuse incident require referral or would benefit from early help. This will be decided on a case-by-case basis after thorough examination of the information available, with the aim of reducing the probability of a problem getting worse.

The rationale for the decision to introduce early help as opposed to a referral will be recorded on CPOMS.

The school will ensure that DSLs and deputy DSLs are suitably trained on the early help process and can access further support.

The school will manage all early help and intervention for pupils that show early signs of harmful behaviour, or early signs of being the victim of harmful behaviour, in line with the Child Protection and Safeguarding Policy.

10. Handling allegations of abuse against students

- The school will take all reports seriously and will reassure the victim that they will be supported and kept safe.
- All staff will be trained to manage a report.
- 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 report with those people who are necessary to progress it.
- A written report will be made as soon after the interview 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.
- Where the report 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 DSL) is present.
- The DSL will be informed as soon as possible.

11. 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, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs' assessment should consider:

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

Risk assessments will be recorded (written or electronic say where these are filed) and be kept under review.

The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

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

Following an incident, we will consider

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school staff; and other related issues and wider context?

13. Follow up Actions

13.1 Children sharing a classroom:

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

- The alleged perpetrator will be removed from any classes they share with the victim.
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college.

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

14. Options to manage the report

14.1 Manage internally

14.1.1 In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or

statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support (you may wish to give details here).

This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored (by whom, where).

14.1.2   In line with 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 nonviolent harmful sexual behaviour and may prevent escalation of sexual violence.

14.1.3   Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH 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 alleged perpetrator and any other children that require support.

15.   Reporting to the Police

Any report to the police will generally be made through the MASH as above. The designated safeguarding lead (and their deputies) will follow local processes for referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

When a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator 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 (especially 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 alleged perpetrator, we will work closely with the police (and other agencies as required), to

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

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Students with whom further action is taken by the police may be released under bail conditions or 'released under investigation' in circumstances that do not warrant the application of bail. Where this occurs and the perpetrator returns to school, the school's primary focus will be conducting an assessment of the risk the perpetrator poses to the victim or other students and staff at the school, both physically and in terms of trauma or emotional stress, and implementing any mitigating measures necessary to reduce the harm caused.

The school will work with children's social care and the police to support the victim, alleged perpetrator and other students, especially witnesses, during criminal investigations. The school will seek advice from the police to ensure we meet their safeguarding concerns.

The school will liaise with the police investigators to develop a balanced set of arrangements whereby both the alleged perpetrator and the victim can continue to receive a suitable education without compromising any ongoing investigations or the emotional state of the victim.

16. Bail conditions

Students against whom further action is taken by the police may be released under bail conditions or 'released under investigation' (RUI) in circumstances that do not warrant the application of bail. Where this occurs and the perpetrator returns to school, the school's primary focus will be conducting an assessment of the risk the perpetrator poses to the victim or other students and staff at the school, both physically and in terms of trauma or emotional stress, and implementing any mitigating measures necessary to reduce the harm caused.

The school will work with children's social care and the police to support the victim, alleged perpetrator and other students, especially witnesses, during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

The school will liaise with police investigators to develop a balanced set of arrangements whereby both the alleged perpetrator and the victim can continue to receive a suitable education without compromising any ongoing investigations or the emotional state of the victim.

17. The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the school /academy 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 perpetrator remains in school/academy we will be very clear as to our expectations regarding the perpetrator 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 perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other 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 alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

18. Support for Children Affected by Sexual-Assault

Support for victims of sexual assault is available from a variety of agencies (see Appendix 3).

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 DSL will support this move.

Where there is a criminal investigation the alleged perpetrator will 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 perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other students 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 perpetrator is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college 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 alleged perpetrator. 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.

19. Working with parents

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

20. Prevention

Holyhead School actively seeks to raise awareness of and prevent all forms of child on child 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 child-on-child abuse, and how to prevent, identify and respond to it. This includes

  (a) Contextual Safeguarding;
  (b) The identification and classification of specific behaviours; and
  (c) The importance of taking all forms of child on child abuse seriously (no matter how low level they may appear) and ensuring that no form of chld-on-child abuse is ever dismissed as horseplay or teasing.
● Educating children about the nature and prevalence of child on child abuse via PSHE and the wider curriculum.
● Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.

- They are regularly informed about the School's approach to such issues, including its zero tolerance policy towards all forms of child-on-child abuse.
- Engaging parents/carers on this issue by:

  (a) Talking about it with parents/carers, both in groups and one to one;
  (b) Asking parents/carers what they perceive to be the risks facing their child and how they would like to see the School address those risks;
  (c) Involving parents/carers in the review of School policies and lesson plans; and
  (d) Encouraging parents to hold the School to account on this issue.
- Ensuring that all child-on-child abuse issues are fed back to the School's safeguarding team so that they can spot and address any concerning trends and identify students who may be in need of additional support. This is done by way of a weekly staff meeting at which all concerns about students (including child-on-child abuse issues) are discussed;
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom);
- Working with Governors, Senior Leadership Team, all staff and volunteers, students and parents/carers to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
- Creating conditions in which our students can aspire to and realise safe and healthy relationships;
- Creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of child-on-child abuse promptly and appropriately.

21. Multi-agency working

Holyhead actively engages with its local partners in relation to child-on-child abuse, and works closely with Birmingham Safeguarding Children Partnership (BSCP), Birmingham Safeguarding Hub (MASH), children's social care, and/or other relevant agencies, and other schools.

The relationships Holyhead has built with these partners are essential to ensuring that the School is able to prevent, identify early and appropriately handle cases of child-on-child abuse. 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 child-on-child 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 students.

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

Children resident out of the county but attending a Birmingham school will be reported to their home MASH or equivalent Social Care .

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

22.   Related Policies

This policy operates in conjunction with the following school policies

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Data Protection Policy
- Anti-bullying Policy
- Suspension and Exclusion Policy
- Online Safety Policy
- Staff Code of Conduct

23.   Policy Review

This policy will be reviewed annually by the DSL and the Principal/ Executive Principal.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

Policy lead: D Denny

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.

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	• Single instances of inappropriate sexual behaviour	• Problematic and concerning behaviours	• Victimising intent or outcome	• Physically violent sexual abuse
Socially acceptable	• Socially acceptable behaviour within peer group	• Developmentally unusual and socially unexpected	• Includes misuse of power	• Highly intrusive
Consensual, mutual, reciprocal	• Context for behaviour may be inappropriate	• No overt elements of victimisation	• Coercion and force to ensure victim compliance	• Instrumental violence which is physiologically and/ or sexually arousing to the perpetrator
Shared decision making	• Generally consensual and reciprocal	• Consent issues may be unclear	• Intrusive	• Sadism
		• May lack reciprocity or equal power	• Informed consent lacking, or not able to be freely given by victim	
		• May include levels of compulsivity	• May include elements of expressive violence	

https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviourframework.pdf

This is intended to be used as a guide only for those that are trained. Please refer to the guidance tool at
https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Support for Young People:
Local and National
https://www.bhamcommunity.nhs.uk/safeguarding
- The Waiting Room
- Rape & Sexual Violence Project | Children & Young People's Services

 • Child and adolescent mental health services (CAMHS)
Forward Thinking Birmingham

 • Rape Crisis Centre's can provide therapeutic support for children over 13 who have experienced sexual violence.
Rape Crisis

 • Internet Watch Foundation (to potentially remove illegal images)
www.iwf.org.uk

Useful Publications and Websites

Government Publications

Keeping Children safe in Education - [Keeping Children Safe in Education 2024 (gov.uk)](#)

Preventing youth violence and gang involvement [Preventing youth violence and gang involvement - Practical advice for schools and colleges](#)

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

Other useful documents

Sexting Sexting in schools and colleges-Responding to incidents and safeguarding young people [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#)

child-on-child abuse
Farrer &Co - child-on-child abuse toolkit, guidance on peer-on peer abuse policy and template child-on-child abuse policy
[www.farrer.co.uk/Global/child-on-child%20abuse%20toolkit%2014.pdf](#)

Anti-bullying alliance
There are some useful links on the section on sexual bullying:- Sexual bullying: developing effective anti-bullying practice- A guide for school staff and other professional
[www.antibullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20antibullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17_1.pdf](#)

Preventing abuse among children and young people-guidance from Stop it Now
[www.stopitnow.org.uk/files/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf](#)

What is Age appropriate?
[http://www.stopitnow.org/ohc-content/what-is-age-appropriate](#)

Brook Traffic lights [CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course](#)

NSPCC-Harmful sexual behaviour
https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexualbehaviour/ NCB Harmful sexual behaviour

https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmfulsexual-behaviour

NSPCC –Is this sexual abuse?
https://www.nspcc.org.uk/search/?query=NSPCC+%E2%80%93Is+this+sexual+abuse

Online sexual harassment Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding Project deSHAME | Childnet

Sexism It's Just Everywhere- a study on sexism in schools –and how we tackle it "It's just everywhere" | UK Feminista

Relationship Education , Relationship and Sex Education HMSO
www.gov.uk/government/news/relationships-education-relationships-and-sex