MADANI SCHOOLS FEDERATION
Madani Boys School | Madani Girls School

2021 -22

MSF Policy | Peer-On-Peer Abuse - Sexual Violence and Sexual harassment between children in school

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Policy Lead	**Role**	**Action**	**Date**
H Suleman	Chair of Governors	**Policy Ratified by Governing Body**	
R Laher	Headteacher	Policy confirmed	
R Maghrabi	DSL	Policy written	01.09.21
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1.1	01.09.21	R Maghrabi	Written	01.09.21

Madani Schools Federation
Madani Boys School | Madani Girls School

Policy on Peer-On-Peer Abuse
Sexual Violence and Sexual harassment between children in school
2021 – 22

The policy should be read and complied with in conjunction with the following and other referenced documents. The policy reflects current legislation, accepted best practice and complies with the government guidance. They should be read and complied with in conjunction with the referenced documents and the Leicester Safeguarding Children Partnership Board procedures (https://llrscb.proceduresonline.com).

- 2021 -22| MSF Policy | Staff Code of Conduct
- 2021 -22| MSF Policy | Child Protection
- 2021 -22| MSF Policy | Attitude to Learning
- 2021-22 | MSF Policy | Anti-bullying
- 2021 | DfE | Keeping Children Safe in Education (2021)
- 2018 | DfE | Working Together to Safeguard Children (2018) inc Update December 2020
- 2018 | DfE | Information Sharing (2018)
- Other related school policies
- Forthcoming statutory guidance and legislation

Governor Lead: H Suleman, Chair of Governors

Headteacher: R Laher

Senior Designated Safeguarding Leader: R Maghrabi

Deputy Designated Safeguarding Leaders: Y Zamakda / N Khan / S Alhadad / M Chopdat / K Phillips / C Rajania / N Alam / Abdul Azeez / I Esat / N Radford / R Alima / B Ghodawala

Local Authority Designated Officer: Jude Atkinson | 0116 454 2440

Leicester Local Safeguarding Children Partnership procedures: https://llrscb.proceduresonline.com

Children's Social Care Services DAS 24 hours: 0116 454 1004 | das.team@leicester.gcsx.gov.uk

In addition to the policies above, further safeguarding duties are also placed on schools through other statutes. These key duties are set out below:

Schools and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 and Children and Families Act 2014 by:
- Creating and maintaining a safe learning environment for children and young people; and,
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition, schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers.

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1.1   Introduction

Our school/college/academy (Madani Boys School | Madani Girls 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. Peer on peer 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 peer on peer abuse within our school and beyond.

Madani Schools Federation (Madani Boys School | Madani Girls School) fully recognises the contribution it can make to protect children and support pupils in school. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child, identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. The aim of this policy is to safeguard and promote our pupil's welfare, safety and health by fostering an honest, open, caring and supportive climate and our staff members working with pupils to maintain an attitude of **'it could happen here'** where safeguarding is concerned.

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

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used by 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 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 2018) and should be read in conjunction with the Local Safeguarding Children Board's - Leicestershire and Rutland Safeguarding Children Partnership Safeguarding Procedures, and any relevant Practice Guidance issued by it.

1.2   This policy will:

- sets out how the school and the governing body discharges its statutory responsibilities relating to safeguarding (and more particularly safeguarding children from Sexual violence and sexual harassment)
- 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.

- provide guidance by defining the issues, minimise risks and identify what to do if an incident occurs/alleged to have occurred.

2.1 Context

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children may be harmful to one another in several ways which can be classified aspeer on peer abuse. The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing.

Abusive behaviour can happen to any and all pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further riskof harm.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Madani Schools Federation (Madani Boys School | Madani Girls School) will aim is to support these students to access their education and get the correct specialist support, working in partnership with the police and children's services.

All staff should be aware that children can abuse other children (often referred to aspeer on peer abuse). This is most likely to include, but may not be limited to:

- Bulling (including cyberbullying);
- Physical abuse such as hitting, shaking, biting, hair pulling, or otherwisecausing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part or a broader pattern ofabuse;
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that's seeks to normalise sexual harassment or violence in school. Sanctions will be applied in accordance with our behaviour policy

Madani Schools Federation (Madani Boys School | Madani Girls School) take a firm line that Abuse is abuse and must never be tolerated or passed off as 'banter' or 'part ofgrowing up'.

2.2 Indicators of Abuse

Sexual violence and sexual harassment can occur between any group/groups of children (termed as peer-on-peer).

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."

There are many forms of abuse that may occur between peers. Sexual abuse is being persuaded or forced into undesired sexual activity. Sexual harassment can happen in a professional (workplace or education) or social situation and involves making unwanted sexual advances or obscene remarks.

There are a range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant (Simon Hackett 2010).

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected

Socially acceptable

Consensual, mutual, reciprocal

Shared decision making | • Single instances of inappropriate sexual behaviour

• Socially acceptable behaviour within peer group

• Context for behaviour may be inappropriate

• Generally consensual and reciprocal | • Problematic and concerning behaviours

• Developmentally unusual and socially unexpected

• No overt elements of victimisation

• Consent issues may be unclear

• May lack reciprocity or equal power

• May include levels of compulsivity | • Victimising intent or outcome

• Includes misuse of power

• Coercion and force to ensure victim compliance

• Intrusive

• Informed consent lacking, or not able to be freely given by victim

• May include elements of expressive violence | • Physically violent sexual abuse

• Highly intrusive

• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator

• Sadism |

These behaviours can also operate along a 'Continuum of Harm'. It is important to recognise that any area of Sexual Harassment and Sexual Assault can intertwine with a higher threshold at any point.
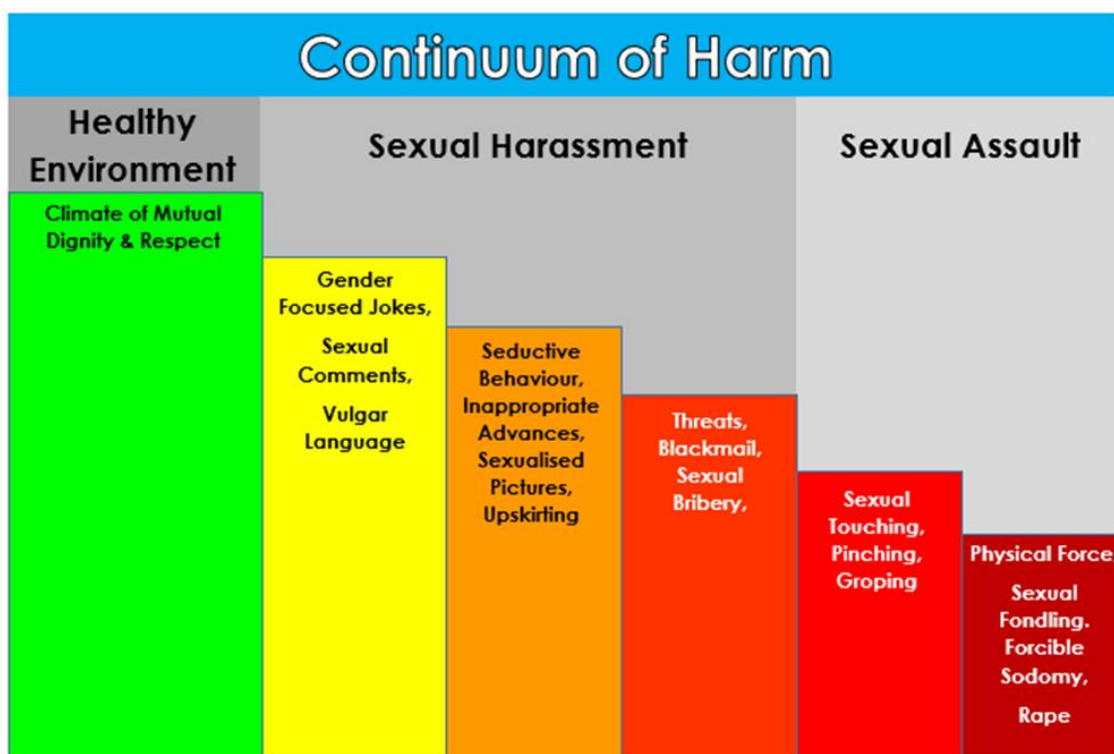
2.3   Vulnerable groups

Students who are vulnerable to Sexual Harassment and Sexual harm can be of any:

- age
- disability
- gender
- race
- religion or belief
- sex
- sexual orientation

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, race, religion (protected characteristics).

Whist research tells is 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.

It is important to recognise that SEND and LGBT children are particularly vulnerable as well as the fact that Sexual Violence and Sexual Harassment does occur in single-sex settings.

2.4   Perpetrator(s) and Victim(s)

The perpetrator can be a single person and/or a group, likewise the victims can be a single person and/or a group. This means that it can occur through a group of children or single child sexually assaulting or sexually harassing a single child or group of children.

2.5   Settings

Sexual violence and sexual harassment can occur both inside and outside of school. It can also occur both online and offline. Often Sexual violence and sexual harassment occurs in a mix of all of these methods. Children can, and sometimes do, abuse their peers in this way.

2.6   Other Indicators

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):
- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;

- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

3 Types of abuse

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

3.1 Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a child has engagedin such behaviour, including accidently before considering the action or punishment to be undertaken.

3.2 Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexuallanguage, touching, sexual assault etc.)

Sexually harmful behaviour from children is not always contrived or with the intent toharm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is aimed at. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

3.3 Sexual violence

For the purpose of this policy, sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault. When referring to sexual violence these are with reference to sexual offences under the Sexual Offences Act 2003 as described below:

Rape:

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

Assault by Penetration:

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

Sexual Assault:

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

3.4   Consent

The age of consent (the legal age when people can engage in sexual activity) is 16-years-old. This is the same regardless of the person's gender identity, sexual identity and whether the sexual activity is between people of the same or different gender.

The law is there to protect children from abuse or exploitation, rather than to prosecute under-16s who participate in mutually consenting sexual activity. Underage sexual activity should always be seen as a possible indicator of child sexual exploitation

The law says anyone under the age of 13 can never legally give consent. (Sexual Offences Act 2003; Sexual Offences (Northern Ireland) Order 2008; Sexual Offences (Scotland) Act 2009; Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005).

Any sexual activity with a child under 13 should always result in a child protection referral.

The law gives extra protection to young people who are over the age of consent (16-18) but under 18. It is illegal:

- to take, show or distribute indecent photographs of a child (this is often called sexting)

- to pay for or arrange sexual services of a child

- for a person in a position of trust (for example teachers or care workers) to engage in sexual activity with anyone under the age of 18 who is in the care of their organisation

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. 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.

Whilst a Perpetrator(s) and/or Victim(s) may highlight that consent was provided these cannot be used as a determining factor therefore staff at Madani Schools Federation (Madani Boys School | Madani Girls School) will continue to work within the referral process for any student(s)who may display Sexually harmful behaviours.

3.5   Sexual harassment

For the purpose of the advice, sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When the guidancereferences sexual harassment, it does so in the context of child-on-child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst notintended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual "jokes" or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- non-consensual sharing of nude and semi-nude images and videos.
- sexualised online bullying.
- unwanted sexual comments and messages, including, on social media.
- sexual exploitation; coercion and threats; and
- upskirting.

3.6 Bullying (physical, name calling, homophobic etc.)

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

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

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

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

3.7 Cyber bullying / Online bullying

Cyberbullying / Online bullying includes the use of phones, instant messaging, e-mail, chat rooms and/or socialnetworking sites such as Facebook, Twitter, Snapchat, Vine etc to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms; these can include:

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

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

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 and is also supported by the Communications Act 2003.

If the behaviour involves the use of taking or distributing indecent images of children under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support children may require in these instances, Madani Schools Federation (Madani Boys School | Madani Girls School) will involve the police to investigate these situations.

3.8   Youth Produced Sexual Imagery (Sexting) / Sharing nude or indecent imagery

Youth produced sexual imagery (Sexting) is when someone sends or receives a sexually explicit text, image or video and relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. "Behaviours linked to issues such as the consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk."

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, children are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

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

3.9   Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

3.10   Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in

particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and socialclass) and sexual identity (homosexual, bisexual, transsexual).

3.11 Teenage relationship abuse

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

4.1   Report - Responding to Alleged Incidents – Disclosure

As with all safeguarding concerns staff are expected to follow the school's Child Protection policy and procedures.

All reports of peer on peer abuse will be made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

All staff should act in the best interests of the child, immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator, as well as any other pupils that area involved or impacted.

Staff will talk to the children in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. "All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report." (KCSIE 2021)

4.2   Report - the immediate response to a Disclosure

The Designated Safeguarding Lead must be informed as soon as possible so that they can assess the severity of the case before taking any further in-school actions.

Our safeguarding practice includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example with the designated safeguarding lead or children's social care) to discuss next steps.
- only sharing the report with those people who are necessary in order to progress it.
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the disclosure will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what etc;
- when making a record of the disclosure we wait until the end of the disclosure and immediately write up a thorough summary and log it on CPOMS (our child protection recording system). This allows us to devote our full attention to the student and to listen to what they are saying. It may be appropriate to make notes during the disclosure (especially

if a second member of staff is present). However, if making notes during any disclosures we are conscious of the need to remain engaged with the student;

- 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.
- we make sure to only record the facts as the student presents them. The notes should not reflect the personal opinion of the note taker. We are aware that notes of such disclosures could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- if possible, we aim to manage disclosures with two members of staff present, (preferably one of them being the DSL). However this might not always be possible; and
- 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. (See APPENDIX 1 – Sharing Nudes and semi-nudes: how to respond to an incident)
- informing the designated safeguarding lead (or deputy) as soon as practically possible if the designated safeguarding lead (or deputy) are not involved in the initial disclosure.

Gather the Facts

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

4.3   Report - Writing the Assessment

A written assessment of an incident between peers should be completed. It is important to deal with this 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. Consider:

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

4.4   Report - Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead will make an immediate risk and needs assessment. The Risk Assessment form for Peer on Peer Sexual Abuse/ Harmful Sexual Behaviour (Appendix 3) will be used to help gide the risk 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 or college, especially any actions that are appropriate to protect them;

- 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 bribing a pupil?
- 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
- Whether this was a one-off incident, or longer in duration
- Whether this has this been a deliberate or contrived situation for one child to be able to harm another?

Other points to consider:

What is the age of the children involved?

How old are the children 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. This, however should not be overlooked if other factors of concern are present (see following).

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 children give the same explanation of the incident? What is the effect on the children involved? Is the incident seen to be bullying for example, in which case is it regular and repetitive? Does one child's version differ from another's and if so why?

What is each child's understanding of what occurred?

Do the children know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and what constitutes inappropriate touching? Could the child's behaviour have been prompted by something they may have heard or been learning about? Is the behaviour deliberate and contrived? Does the young person has understanding of the impact of their behaviour on the other person?

Does the child understand the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from the DSL / Duty & Advice Service.

4.5 Brook Sexual Behaviour Traffic Light Tool

Consideration will also be given to using the Brook Sexual Behaviour Traffic Light Tool (Appendix 2). The Brook Sexual Behaviour Traffic Light Tool supports with the identification of potential Child Sexual Exploitation (CSE) by acknowledging and explaining how sexual behaviours can indicate past, present, or future risk of CSE. The tool uses a traffic light system to categorise the sexual behaviours of childrenand is designed to help professionals:

    i)   Make decisions about safeguarding children
    ii)   Assess and respond appropriately to sexual behaviour in children
    iii) Understand healthy sexual development and distinguish it fromharmful behaviour

By categorising sexual behaviours as green, amber or red, professionals across different agencies can work to the same standardised criteria when making decisionsand can protect children with a unified approach.

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 or college staff; and other related issues and wider context?

Further points to consider in the Risk Assessment are contained in Appendix 4

Risk assessments will be recorded (written or electronic say where these are filed) and be kept under review. Risk Assessments will review all of the factors and provide strategies which can be put in place to mitigate and lower the risk.

The designated safeguarding lead (or a deputy) will ensure they are engaging with the Leicester City Duty & Advice Service following a report of sexual violence and/or sexual harassment.

4.6   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 perpetrator will be removed from any classes they share with the victim.

- 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 judgment on the guilt of the alleged perpetrator.

Taking Action

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

If the information that you have available to you at any point indicates that a child may be at risk of significant harm or has suffered significant harm, then the DSL must make a safeguarding

referral to the Duty & Advice Service immediately (where a crime/potential crime has been committed the police shouldalso be notified).

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

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be required to informparents.

4.7   Report - Managing the Report

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to Children's Social Care or the Police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:
- Managing internally
- Providing Early Help
- Referring to Children's Social Care
- Reporting to the Police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions:
- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

4.8   Manage internally

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, through utilising the behaviour and bullying policies and by providing pastoral support.

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

4.9   Providing Early Help

We may decide that statutory interventions are not required, but that students may benefit from Early Help – 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. This approach can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

4.10   Referring to Children's Social Care

If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to Children's Social Care. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with Children's Social Care.

The school will not wait for the outcome of an investigation before protecting the victim and other children.

The DSL will work closely with Children's Social Care to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

Where statutory assessments are appropriate, the designated safeguarding lead 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.

If Children's Social Care decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

If the school agrees with the decision made by Children's Social Care, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

4.11   Reporting to the Police

Any report to the police will generally be made through the Leicester City Council Duty & Advice Service. The designated safeguarding lead will follow the local process 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.

Where a report has been made to the police, the school or college will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where parents are not informed, the school will support the child with any decision they take, in unison with Children's Social Care and any appropriate specialist agencies.

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.

Bail Conditions

Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

The school will work with Children's Social Care and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the Police to ensure they meet their safeguarding responsibilities.

The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

Where bail is deemed necessary, the school will work with Children's Social Care and the Police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

Managing Delays in the Criminal Justice System

The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

The DSL will work closely with the Police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

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, ensure relevant protections are in place for all children. We will consider any suitable action in light of our behaviour policy. If the perpetrator remains in school 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 with regard to the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school or college.

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.

5   **Informing parents (term parents refers to parents and guardians**

Please Note: When referring to parents this applies to parents/carers of both the victim and of the alleged perpetrator.

If, once appropriate advice has been sought from police/social care you have agreement to inform parents/guardians or have been allocated that role from the other services involved then you need to inform the parents/guardians within the timeframe agreed. If other services are not going to be involved then equally, this information may need to be shared with parents.

If a child is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this (unless this has occurred through significant harm in which case a criminal/social care case is likely or the child is under the age of 13). https://learning.nspcc.org.uk/research-resources/briefings/gillick-competency-and-fraser-guidelines/

In all circumstances where risk of harm to the child is evident, then the school should encourage the child to share the information with their parent/carer and support them to do this.

If the child does not give consent, but school can evidence they are acting in the bestinterests of the child, they would not be criticised by disclosing to parents/guardians against the child's wishes, the evidence and justification for this decision would needto be clearly documented at school to ensure school are not actively breaching the rights and choices of the child. This would apply to parents of all children that are involved.

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 Peer on Peer Abuse was harmed or who harmed another.

6.1   Confidentiality

The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:
 • Parents will be informed unless it will place the victim at greater risk.
 • If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to Children's Social Care
 • Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

6.2   Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

7   After care - Support for Perpetrator(s) & Victim(s) Affected by Sexual-Assault

It is important that following the incident the children 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 amuch later stage than the incident. It is important to ensure that children do not engage in any further harmful behaviour either

towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews withthe children following the incident(s) are imperative.

7.1 Ongoing support for the victim

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

*   The terminology the school uses to describe the victim
*   The age and developmental stage of the victim
*   The needs and wishes of the victim
*   Whether the victim wishes to continue in their normal routine
*   The victim will not be made to feel ashamed about making a report
*   What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

The school will provide a physical space for victims to withdraw to.

Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

If the victim is unable to remain in the school, we will enable them to continue their education elsewhere ie. alternative provision or a move to another school– this will only be considered at the request of the victim and following discussion with their parents.

If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

Support for victims of sexual assault is available from a variety of agencies (Appendix 5). The lead Agency that will be used to help support and signpost help and support services is Leicester City Council Early Help service https://www.leicester.gov.uk/health-and-social-care/support-for-children-and-young-people/early-help/

7.2 Ongoing Support for the Alleged Perpetrator

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.

When considering the support required for an alleged perpetrator, the school will take into account:

*   The terminology they use to describe the alleged perpetrator or perpetrator.

- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

When making a decision, advice will be taken from Children's Social Care, specialist sexual violence services and the Police as appropriate.

If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

8 Disciplining the Alleged Perpetrator

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate sanction in line with the MSF Policy | Attitude to Learning.

The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The Police and Children's Social Care will be consulted where necessary.

The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time.

The school will be clear whether action taken is disciplinary, supportive or both.

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion.

9 Shared Classes

Once the DSL have decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, and if the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

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.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has 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 of the above should be considered with the needs and wishes of the victim at the heart of the process

10   Working with Parents and Carers

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 DDSLs 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.

11   Safeguarding Other Children

Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

12   Preventative Strategies

Madani Schools Federation (Madani Boys School | Madani Girls School) recognise that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms.

Madani Schools Federation (Madani Boys School | Madani Girls School) 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, [pupils/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; and

    - 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 students about the nature and prevalence of peer-on-peer abuse via our Pastoral programme / HEART curriculum (whicht incorporates PHSE / SMSC / RSE) and tackles such issues as prejudiced behaviour and givechildren an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

- Educating students throughout the wider curriculum particularly through the use of talk and oracy in a way that continues to create an open and honest environment without prejudice.

- Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.

- Students are regularly informed about the School's approach to such issues, including its zero tolerance policy towards all forms of peer-on-peer abuse.

- Engaging parents on this issue (including through online Parents Evening Surveys and Termly Coffee Mornings) 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;

    (c) Involving parents in the review of School policies (Parent Governor) and lesson plans (RSE); and

    (d) Encouraging parents to hold the School to account on this issue.

- 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. [This is done by way of a ½ termly DSL meeting at which all concerns about students (including peer-on-peer 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 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 peer-on-peer abuse promptly and appropriately.

Madani Schools Federation (Madani Boys School | Madani Girls School) enable an open and honest environment to ensure the wholeworkforce feels confident and enabled to talk about issues and challenge perceptions of children, including use of inappropriate language and behaviour towards one another. This is done through whole staff training and CPD around abusive behaviours.

Madani Schools Federation (Madani Boys School | Madani Girls School) place great emphasis on highlighting to staff that they must not dismiss issues as 'banter' or 'growing up' or compare themto their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise theconcerns raised it may result in a child seeking no further help or advice.

Signposting is available to children in the event that they do not feel confident raising an issue with staff. This is done through the HELP account and a resource board in each school with support services on a wide range of issues so that children can seek their own solutions should they wish to. In the same way external services or support programmes are brought in to talk to children about specific issues including on the prevention of peer on peer abuse.

13   Multi-agency working

The School actively engages with its local partners in relation to peer-on-peer abuse, and works closely with Leicester City Council, LRSCP, children's social care, Early Help, Police 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 to:

(a) 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) ensure that our students are able to access the range of services and support they need quickly;

(c) 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 students.

The School actively refers concerns/allegations of peer-on-peer abuse where necessary to Social Care, and/or other relevant agencies.

References and useful links

- Whatis.com http://whatis.techtarget.com/definition/cyberbullying

- This is abuse campaign https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410010/2015-03-08_This_is_Abuse_campaign_summary_report_____2_.pdf

- Department for Education: https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

- Keeping Children Safe In Education 2021 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf

- DFE guidance on sexual violence and harassment can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

- Brook Sexual Behaviours Traffic Light Tool can be found here: https://www.enhertsccg.nhs.uk/sites/default/files/content_files/policies/Sexual-Behaviours-Traffic-Light-Tool.pdf

  https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework

Sharing nudes and semi-nudes: how to respond to an incident

An overview for all staff working in education settings in England

UK Council for Internet Safety

This document provides a brief overview for frontline staff of how to respond to incidents where nudes and semi-nudes have been shared.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies.

The appropriate safeguarding lead person should be familiar with the full 2020 guidance from the UK Council for Internet Safety (UKCIS), *Sharing nudes and semi-nudes: advice for education settings working with children and young people* and should not refer to this document instead of the full guidance.

What do we mean by sharing nudes and semi-nudes?

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

What to do if an incident comes to your attention

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.

- **Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.**[1]

- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

- Do not delete the imagery or ask the young person to delete it.

- **Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).**

- **Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.**

- **Do not say or do anything to blame or shame any young people involved.**

- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

For further information

Download the full guidance, *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (UKCIS, 2020) at www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people.

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[1] In exceptional circumstances, it may be necessary for the DSL (or equivalent) only to view the image in order to safeguard the child or young person. That decision should be based on the professional judgement of the DSL (or equivalent).

Appendix 2: Brook Sexual Behaviours Traffic Light Tool

SEXUAL BEHAVIOURS — TRAFFIC LIGHT TOOL

www.brook.org.uk

Sexual behaviour

Sexual behaviour

Knowing how to take a positive view and recognise healthy sexual behaviour in children and young people helps to support the development of healthy sexuality and protect children and young people from harm or abuse.

Many expressions of sexual behaviour are part of healthy development and no cause for concern. However, when children or young people display sexual behaviour that increases their vulnerability or causes harm to someone else, adults have a responsibility to provide support and protection.

It may be misleading to label behaviours displayed by young children in the birth to 5 category, or even the 5 to 9 category, as 'sexual'. A child who plays with his or her genitals may or may not be seeking sexual pleasure.

It is not clear how aware younger children are of sexual feeling, and behaviours are more likely to be seen as sexual because of the perception of the adult making the observation.

Influences

Many factors influence sexual behaviour, including:
- lack of sex and relationships information
- lack of privacy
- boredom, loneliness, anxiety, confusion or depression
- family/carer conflict or information and support needs
- lack of rules, appropriate consequences or boundaries
- emotional, physical or sexual abuse
- sexual exploitation and/or trafficking
- communication difficulties
- sexual excitement or curiosity
- attention or relationship needs
- gender issues
- copying the behaviour of other children and young people
- copying behaviours seen on the internet or TV

Identifying any of these factors may help you to decide on the most appropriate intervention. However, this is not an exhaustive list and you may need specialist support to clearly identify the reason for the behaviour and the correct intervention.

Dealing with unhealthy sexual behaviour at an early stage can help to prevent subsequent sexually harmful behaviours from developing. Professionals can begin to help young people change their traffic lights from red to amber and/or from amber to green.

Vulnerability

All children and young people are potentially at risk of harm, though some groups – for example, children and young people who have a disability, have been abused, or have experienced other disruptions to their development or socialisation – may be at increased risk of exposure to, or of developing, unhealthy sexual behaviours. It is important to recognise that in these cases extra support and guidance may be needed.

SEXUAL BEHAVIOURS — TRAFFIC LIGHT TOOL

www.brook.org.uk

Guidance for using the sexual behaviours traffic light tool

Introduction
A guide to identifying sexual behaviours

This innovative resource is based on the original 'Traffic Light Framework' developed by Family Planning Queensland in Australia and has been adapted for use within the UK. The resource uses a traffic light tool to categorise the sexual behaviours of young people, to help professionals:

- make decisions about safeguarding children and young people
- assess and respond appropriately to sexual behaviour in children and young people
- understand healthy sexual development and distinguish it from harmful behaviour

By identifying sexual behaviours as green, amber or red, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach.

This resource has been designed to help professionals think through their decisions and does not replace organisational procedures or assessment frameworks.

The resource

Using the resource, professionals can learn to identify, assess and respond to sexual behaviour in children and young people in a confident and appropriate manner.

The resource is based on current knowledge and research, and should be used within the context of your own policies, legal frameworks and competencies, and in conjunction with other relevant assessment tools. It is not intended to replace organisational procedures or assessment frameworks, neither does it cover all presenting behaviours.

The behaviours identified in the tool are examples used to show the differences between healthy and unhealthy sexual development. The resource does not aim to define how children and young people should behave, but to show which behaviours are a natural part of growing up and exploring sexuality, and which are problematic and may need intervention or support.

Professionals who work with children and young people have told us they often struggle to identify which sexual behaviours are potentially harmful and which represent healthy sexual development. It is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

By using a standardised normative list we hope to enable professionals across different agencies to use the same criteria when making decisions, thereby creating a unified approach to protecting children and young people.

SEXUAL BEHAVIOURS
TRAFFIC LIGHT TOOL

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Using the tool

The traffic light tool lists examples of green, amber and red behaviours within four different age groups. These are examples only and must be considered in context.

The age categories deliberately overlap to demonstrate the fluidity and variable nature of development. These are indicative, and understanding may vary. The 13 to 17 age category may also be a useful guide for vulnerable young people, or young people with physical or learning disabilities, up to age 25.

All green, amber and red behaviours require some form of attention and response, but the type of intervention will vary according to the behaviour. Green behaviours may highlight opportunities to provide positive feedback and information that supports healthy sexuality. Amber and red behaviours may require observation, documentation, education, referral to other services, increased supervision, therapy, safeguarding assessment and/or a legal response.

Sexual development is influenced by many factors. When using the traffic light tool to categorise behaviour, it is necessary to consider the current social, cultural, legal, community and familial context.

What if the presenting behaviour is not in the normative list?

The normative lists provides examples of the types of behaviours that would sit within each colour category. If the presenting behaviour is not given as an example it may be useful to consider the following questions:

Is the behaviour consensual for all children or young people involved?

Is the behaviour reflective of natural curiosity or experimentation?

Does the behaviour involve children or young people of a similar age or developmental ability?

Is the behaviour unusual for that particular child or young person?

Is the behaviour excessive, coercive, degrading or threatening?

Is the behaviour occurring in a public or private space? How does this affect the colour categorisation?

Are other children or young people showing signs of alarm or distress as a result of the behaviour?

Female genital mutilation/cutting

Female genital mutilation (FGM), also known as female circumcision or female genital cutting, is defined by the World Health Organisation as being "all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural, religious or other non-theraputic reason".

FGM is illegal in this country and it is also illegal to take a child out of the country for FGM. FGM is always a safeguarding issue.

It has not been included in the normative lists as it is not a behaviour. However, if it is suspected that a child or young person may be at risk or has been subjected to FGM, this should be treated as a red indicator.

SEXUAL BEHAVIOURS
TRAFFIC LIGHT TOOL

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The law
Children, young people, sex and the law

The legal age for children and young people to consent to sex is 16 regardless of sexual orientation. However, young people are unlikely to be prosecuted for mutually agreed sexual activity where there is no evidence of exploitation.

The law does not affect young people's right to confidential advice on contraception, condoms, pregnancy and abortion, or their ability to consent to treatment, even if they are under 16.

Sexual offences legislation in all parts of the United Kingdom assumes that children and young people under 13 do not have the capacity to consent to sexual activity.

It is illegal for an adult who is in a position of trust to a child or young person under the age of 18, such as a teacher or carer, to have sex with them.

The law covers all intercourse, other penetration or sexual touching of a child. It includes sexual touching of any part of their body, clothed or unclothed, either with a body part or with an object.

It is also against the law to persuade a child to take part in sexual activity, to engage in sexual activity in their presence, to cause them to watch a sexual act (including videos, photographs or on websites) or to arrange to meet them following sexual grooming.

Consent

Sexual offences legislation provides statutory definitions of consent that are relevant in the case of offences such as rape, sexual assault and other non-consensual offences.

In England, Wales and Northern Ireland a person is deemed to consent if she/he agrees by choice, and has the freedom and capacity to make that choice. A person may not have the freedom to consent because she/he is forced by, for example, violence or threat of violence, to engage in sexual activity. A person may not have the capacity to consent to sexual activity because, for instance, they have a mental disorder.

In Scotland, consent is defined as free agreement, supplemented with a non-exhaustive list of circumstances in which consent can never be present, such as when the person is incapacitated by drugs or alcohol, or when they are sleeping.

More details on the laws regarding sexual activity with children and young people can be found at: http://www.brook.org.uk/professionals/information/sex-and-the-law/consent-to-sexual-relationships.

SEXUAL BEHAVIOURS TRAFFIC LIGHT TOOL

What next?

I have identified a green behaviour

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

Expressing sexuality through sexual behaviour is natural, healthy and a part of growing up. Green behaviours provide an opportunity to positively reinforce appropriate behaviour, and to provide further information and support.

All children and young people have the right to relationships and sex education which equips them with the information and skills they need to form healthy and positive sexual relationships and keep their traffic lights green.

I have identified an amber behaviour

Amber behaviours have the potential to be outside of safe and healthy development. They may be:

- unusual for that particular child or young person
- of potential concern due to age or developmental differences
- of potential concern due to activity type, frequency, duration or the context in which they occur

Amber behaviours signal the need to take notice and gather information to consider appropriate action.

Recognising that behaviour may be unhealthy is the first step in a process. If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these. You may be required, or feel it is necessary, to inform your safeguarding lead or another member of staff.

Amber behaviours cannot be ignored, and it is important to think through the options available to you. Consider why the behaviours may be being displayed, and, where possible, gather further information and continue to monitor behaviour.

I have identified a red behaviour

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

Red behaviours indicate a need for immediate intervention and action, though it is important to consider actions carefully. When determining the appropriate action, identify the behaviour, consider the context and be guided by:

- relevant national legislation and guidance
- organisational policies, procedures and guidance
- human rights
- the identified risks or needs of the young person
- the potential or real risks to others

If you are a professional working with young people and your organisation has internal guidance or safeguarding frameworks, please refer to these to decide on the next steps to take. Your policy or procedure should guide you towards a designated safeguarding lead who can be notified and will provide support.

I am not a professional working with young people. Where can I go for help?

If you are not a professional working within an organisation with internal procedures or frameworks, you may want to consider contacting a specialist organisation that can advise you. These include:

- Young people's sexual health services: if you are under 25 contact Ask Brook. www.askbrook.org.uk
- Contraceptive and sexual health information: visit FPA on www.fpa.org.uk
- NSPCC Helpline: 0800 800 5000 (England and Wales) or www.nspcc.org.uk
- National Child Protection Line: 0800 022 3222 (Scotland)
- Child Exploitation and Online Protection Centre (CEOP): 0870 000 3344 or www.ceop.police.uk
- Stop it Now!: 0808 1000 900 or www.stopitnow.org.uk
- Parents Protect: 0808 1000 900 or www.parentsprotect.co.uk

SEXUAL BEHAVIOURS TRAFFIC LIGHT TOOL

Challenges

Recognising the challenges of personal and professional values

Many professionals say they experience a 'gut feeling' when children or young people they are working with are at risk of harm, or of harming others. This resource is designed to support that instinct by helping professionals make effective assessments and decisions.

It is important when making decisions about children and young people that professionals acknowledge that they have their own personal judgements, beliefs and values that could affect their choices. If a behaviour is deemed 'inappropriate' by one professional but does not concern another, young people are more likely to get mixed messages about their sexuality and behaviour.

Beliefs

Culture, beliefs and ethnicity play a vital and challenging role when assessing and responding to sexual behaviour. What is considered 'acceptable' sexual behaviour differs vastly from community to community. It is important to consider that this resource is focused on protecting young people from harm and that this does not differ within the context of beliefs.

Where sexual behaviours are considered to be a safeguarding issue, procedures must be adhered to regardless of culture and beliefs within communities.

Challenging assumptions about gender

Professionals and parents often feel different levels of concern dependent on the gender of the child or young person displaying sexual behaviours. It is important to challenge these concerns and to think about why a behaviour may be considered acceptable for one gender but not for the other. These reactions are likely to be based on personal values, beliefs or social assumptions.

Challenging assumptions about sexuality

Young people become aware of their sexual orientation at different ages and a range of factors will impact at what age they feel safe and ready to explore their sexual orientation and to tell others about it. If a young person comes out as lesbian, gay or bisexual then whatever their age, they should be taken seriously and provided with age-appropriate information and guidance.

It is safe and healthy for all young people, whether they are straight, lesbian, gay or bisexual to begin exploring healthy sexual behaviour. However, professionals often regard sexual contact between young people of the same sex with greater concern than they would regard the same sexual contact between young people of the opposite sex.

The sexual development of lesbian, gay and bisexual young people does not in itself require intervention. If professionals react to behaviour simply because it is taking place between two young people of the same sex, it could lead to those young people feeling ashamed about engaging in what is normal healthy behaviour. It sends the message that there is something 'wrong' with the way their sexuality is developing.

There are things that may legitimately give concerns about the sexual behaviour of young people and may lead to an intervention such as if there were a significant age or developmental difference between the partners or the relationship seemed coercive or abusive. Such things would raise concern regardless of whether that behaviour involves someone of the same sex or opposite sex.

The internet and the media

Children and young people are increasingly exposed to a variety of sexual content through the internet. The accessibility of potentially harmful sexual information, imagery and pornography causes concern from professionals, parents and carers. It is vital that young people are given robust and appropriate sex and relationships education to help them process and question this information.

SEXUAL BEHAVIOURS
TRAFFIC LIGHT TOOL

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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.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is an amber behaviour?

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
- of potential concern due to activity type, frequency, duration or context in which they occur

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

SEXUAL BEHAVIOURS
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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.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is an amber behaviour?

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
- of potential concern due to activity type, frequency, duration or context in which they occur

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Appendix 3: Risk Assessment for Peer on Peer Sexual Abuse/ Harmful Sexual Behaviour

Risk Assessment for Peer on Peer Sexual Abuse/ Harmful Sexual Behaviour

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

Each section/question will be considered from the perspective of both pupils. Considerations will be given for the impact on, and needs of, the wider school community. All concerns and proposed actions will be recorded.

The school will work with the Leicester City Duty & Advice Service and other agencies as necessary when completing this risk assessment. This document should be reviewed frequently to ensure it is fit for purpose.

*A risk assessment should be completed for all cases relating to sexual violence or alleged sexual violence. Sexual violence is defined by the sexual offences act 2002 as "criminal acts: rape, assault by penetration and sexual assault".

*This risk assessment should be completed with reference to Keeping Children Safe In Education 2021, DFE Sexual Violence and Sexual Harassment in schools and colleges and the local Leicestershire and Rutland Safeguarding Children Partnership procedures https://lrsb.org.uk/lrscp

Risk Assessment | Peer on Peer Sexual Abuse/ Harmful Sexual Behaviour

Considerations	Risk (Consider Victim, Alleged perpetrator, Other Students and Staff	Risk Level (High, Medium or Low)	Actions to Reduce risk	Revised Risk Level (High, Medium or Low)
What was the nature of the incident?				
Brook Sexual Behaviours Traffic Light Tool				
Was it a crime?				
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.				
Is there an actual or perceived threat from the alleged perpetrator to the victim and/or others?				
Is either the victim or the alleged perpetrator at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
Do they share classes?				
Do they share break times?				
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?				

Appendix 4: Risk Assessment: Further points to consider

Patterns of behaviour
Has the behaviour been repeated by or to an individual on more than one occasion?Has the behaviour persisted after it has already been discussed or dealt with?

For the children involved
Once the outcome of the incident(s) has been established it is necessary to ensurefuture incidents of abuse do not occur again and consider the support and intervention required for those involved. Consider whether a restorative approach with all the children involved children is appropriate.

For children who have been harmed
What support they require depends on the individual child? It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feelable to deal with the incident(s) on their own or with support of family and friends. Itis important that children are monitored and offered support should they require it inthe future. If the incidents are of a bullying nature, children may need support in improving peer groups/relationships with children or restorative 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 cyber bullying, relationship abuse etc. It may be that through the continued curriculum certain issues can be discussed and debated morefrequently.

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.

For children who have displayed harmful behaviour

It is important to understand why the young person has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an Early Help referral and the child may require additional support from family members.

Please note that if a referral has been made social care and police must makedecisions before schools take any actions

Once the support required to meet the child's needs has been put in place, it is important that the child understands the impact of their behaviour. This may be in theform of restorative justice e.g. making amends with the child 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 child 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 justice service). If there is any form of criminal investigation ongoing it may be that the child cannot be educated on site until the investigation has concluded. In which case, the school will need to be provide the child with appropriate support and education whilst off site.

Even following the conclusion of any investigation, a young person's behaviour 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 child and the risks towards others are measured by all of those agencies involved including the child and their

parents. This may mean additional supervisionof the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.

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

Appendix 5: Support for Young People: Local and National

- Children and Young People's Independent Sexual Violence Advisors (ChiIVAs) provided by IMARA provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.

- www.imara.org.uk/about us/chisva-service

- Child and adolescent mental health services (CAMHS)

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

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

- Leicester City Council Early Help Services
  - https://www.leicester.gov.uk/health-and-social-care/support-for-children-and-young-people/early-help/