AL-SADIQ SCHOOL

CHILD-ON-CHILD ABUSE POLICY

2022/2023

School	Al-Sadiq
Head Teacher	Mr S A Khoei
Proprietor's representative overseeing school activities: (Safeguarding-Trustee)	Dr S.F Milani

Named Lead Personnel with designated responsibility for Child Protection (Child Protection Committee)	
Designated Safeguarding Lead	Mrs S Rizvi (SLT)
Deputy Safeguarding Lead	Mr S A Khoei (HT) Mrs Z Aldabagh (SLT)(KS3 and KS4), Mrs E Jaffri (dHT)(KS1 and KS2), Mrs Z Jaffar (SLT (EYFS)

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Introduction

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

All staff should recognise that children are capable of abusing other children. All staff should be aware of safeguarding issues associated with this type of abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals. This abuse can:
- be motivated by perceived differences e.g., on grounds of race, religion, gender, sexual orientation, disability or other differences.
- result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm. Pupil who harm others may have additional or complex needs e.g.:
- significant disruption in their own lives.
- exposure to domestic abuse or witnessing or suffering abuse.
- educational under-achievement.
- involvement in crime.

Stopping violence and ensuring immediate physical safety is the priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead, must make their own judgements about each specific case and should use this policy guidance to help.

At Al-Sadiq School, we are committed to the prevention, early identification and appropriate management of child-on-child abuse; in particular ensuring that our school staff protect our pupil by, wherever possible, being aware of the nature and level of risk that pupil are exposed to, having a clear and comprehensive strategy specific to that child's safeguarding context and having a whole school safeguarding approach to preventing and responding to child-on-child abuse.

This policy is preventative in its response to child-on-child abuse, by raising awareness of issues, supporting staff in identifying them with pupil, and providing appropriate response and intervention that is followed consistently across the whole school workforce. This policy should be read in conjunction with the following policies and documents:

- Safeguarding and Child protection Policy
- Anti-Bullying Policy
- Online Safety Policy
- Behaviour Policy

- Working Together to Safeguard Pupil 2019,
- Keeping Pupil Safe in Education 2021

Responsibilities

Keeping Pupil Safe in Education (2021) states that the proprietor has the strategic leadership responsibility for their schools' safeguarding arrangements and must ensure that they comply with their duties under legislation. The Proprietor must have regard to this guidance, ensuring policies, procedures and training in their schools are effective and comply with the law at all times. They should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote pupil's welfare.

The Head Teacher should ensure that the policies and procedures adopted by Al-Sadiq School (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

Al-Sadiq School and the Head Teacher should ensure the facilitation of a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in their schools. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Where there is a safeguarding concern, school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for pupil to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

All staff should be aware that pupil can abuse other pupil (child-on-child abuse), and that it can happen both inside and outside of school and online. Previously this was known as Peer-on-Peer Abuse however, children can abuse any other child and not necessarily just their peers which usually refers to the same age bracket, for this reason this type of abuse is now referred to as 'child-on-child abuse. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. All staff should understand that even if there are no reports in their school, it does not mean it is not happening, it may be that it is just not being reported. As such, it is important that if staff have any concerns regarding child-on-child abuse, they should speak to the Designated Safeguarding Lead and the Head Teacher.

What is Child-on-child abuse?

Child-on-child /child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- sexual violence such as rape, assault by penetration and sexual assault (this may include and online element which facilitates, threatens and/or encourages physical abuse);
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery);
- 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.
- initiation/hazing-type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Preventative Strategies

For all schools, it is important to develop appropriate strategies to prevent the issue of child-on-child abuse rather than only manage the issues in a reactive way.

First is the recognition that child-on-child abuse can, and will, occur on any site, even with the most stringent of policies and support mechanisms in place, and that even if incidents are not being reported, it does not mean that they are not happening. It is therefore important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting pupil to talk about any issues and share information with all staff. This involves staff analysing any incidents for trends, patterns and identifying any areas around the setting that may appear to be 'less safe.'

Staff will also have access to regular CPD and training to ensure a consistent approach to managing child-on-child issues. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Our whole school approach is part of this preventative education and is shown through our strong and positive PSCHE, RSE and RS curriculums that tackles such issues as prejudiced-based and discriminatory behaviour and gives pupil an open forum to talk things through.

To enable such an open environment, it is necessary to ensure that all staff feel confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. To create such an environment, it is necessary for whole staff training and CPD around abusive behaviour and talking to young people in a way that continues to create an open and honest environment without prejudice. It is necessary that staff consider each issue and everyone before taking action. If staff minimise concerns raised, it may result in a young person seeking no further help or advice.

School Ethos and Zero Tolerance Approach

At Al-Sadiq School, there is an ethos of good behaviour, where students treat one another and the school staff with respect. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates. Values of respect for staff and other students, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff through the PRACTICE programme.

Our School Council and broader student voice encourage our students to support changes and develop 'rules of acceptable behaviour' which help to create a positive ethos in school, one where all students understand the boundaries of behaviour before it becomes abusive. Students should be able to effectively communicate how to improve our school's culture and ethos around acceptable behaviour, so that they feel confident and empowered to identify unacceptable behaviour which will then be dealt with accordingly.

All staff will take a '**Zero-Tolerance**' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge, and act so that all pupils understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all pupils. All staff must ensure that they reassure any 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.

At Al-Sadiq School, there is a 'Zero-Tolerance' approach to abuse, harm or bullying between children. This means that all staff will challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, lifting skirts [AS Primary]. Dismissing or tolerating such behaviour risks normalising it. By not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviour related to abuse, it can lead to a culture of unacceptable behaviour, an unsafe educational environment and a culture that normalises abuse leading to pupil accepting it as normal and not reporting it.

Online issues

Staff will discuss issues about online access and support and reinforce appropriate behaviour online, including understanding why age-limits are in place on social media platforms, encouraging pupil to share online concerns, talking about issues that have happened in an open forum and working closely with parents.

All staff are aware that technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Pupil can also abuse other children online; this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups

and the sharing of abusive images and pornography, to those who do not want to receive such content.

Our Online Safety policy gives clarity and expectations to pupil about their role in keeping themselves and other children safe in regard to the use of technology both inside and outside of school. Parents will be informed about what child-on-child abuse is and how we will be working against it, including parents' contribution to the school's online and acceptable use policy around the use of technology and agreement to work consistently with the school in addressing issues both inside and outside of school.

Types of Child-on-Child abuse

There are many forms of abuse that may occur between children and this list is not exhaustive.

Bullying

The definition of bullying is, 'a person who habitually seeks to harm or intimidate those who they perceive as vulnerable.' Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between pupil, or perceived differences.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online

Low-level disruption and the use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as banter it can also lead to reluctance to report other behaviour.

Physical abuse can include an online element which facilitates, threatens and/or encourages physical abuse.

Prejudiced-Based and Discriminatory Bullying

 The term prejudice-based and discriminatory bullying refers to a range of hurtful behaviour, physical or emotional or both and online, 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 social class) and sexual identity (homosexual, bisexual, transsexual).

E-safety / Online safety

Inappropriate use of technology, including commerce (gambling) and sexting can form part of abuse or bullying, and it is important that all staff are aware that child-on-child abuse can often take place using social media. Therefore, staff must adhere to the rules on mobile phone use in school which are stated in the Online Safety, Code of Conduct and must bring to the attention of the DSL as well as the Head Teacher any unauthorised mobile phone use in school as soon as it occurs.

If a student reports child-on-child abuse which is being conducted via social media but outside of school hours, this will be dealt with as a safeguarding issue and parents will be informed.

The school has an appropriate level of security to protect users and data. All information connected with online safety is reviewed at least annually, if not more often, to ensure safety and protection for all users.

Physical Abuse

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 young person has engaged in such behaviour, including accidently before considering the action or punishment to be undertaken.

Sexual Violence and Harassment

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

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

Sexually harmful behaviour may include:

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

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing sexual violence or sexual harassment as "banter," "part of growing up," "just having a laugh" or "boys being boys".
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them. Sexual violence also includes any online element which facilitates, threatens and/or encourages sexual violence.

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.

Online sexual harassment which may include:

- consensual and non-consensual sharing of nude and semi-nude images and videos.
- sharing of unwanted explicit content
- up skirting.
- sexualised online bullying.
- unwanted sexual comments and messages, including, on social media.
- sexual exploitation; coercion and threats.

Abuse in Intimate Personal Relationships Between children

Abuse in intimate personal relationships between children 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 physical or sexual abuse.

The abuser uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, to gain power and maintain control over the partner. Abuse in intimate personal relationships between children is bullying, as is causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

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 several different forms, from mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Action to be taken by All Staff

All staff should be alert to the wellbeing of pupil and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child-on-child. However, staff should also be mindful of the fact that the way in which pupil will disclose or present behaviour because of their experiences will differ.

All staff will maintain an attitude of "it could happen here".

Staff should be aware that victims of child-on-child sexual violence and/or harassment will likely find the experience distressing, which can affect their progress in school, especially if the perpetrator(s) attend(s) the same school.

Girls are more likely to be the victims of child-on-child sexual violence and harassment and boys are more likely to be the perpetrator(s).

Note: the abuse could be done by a group, not just an individual, hence the use of "perpetrator(s)" in this section, rather than "perpetrator".

Addressing inappropriate behaviour can help prevent abusive and/or violent behaviour.

Although the type of abuse may have a varying effect on the alleged victim and alleged perpetrator(s) of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

Taking Action

- Always take complaints seriously.
- Gain a statement of facts from the student(s).
- Record all incidents and all action taken.

The DSL, Pastoral Coordinator and Head Teacher will also:

- assess the needs of both the victim and the alleged perpetrator.
- consider referral to Police or Social Care.
- contribute to multi-agency assessments, if required.
- convene a risk management meeting.
- record all incidents and all action taken.

Assessment

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

- the chronological and developmental ages of everyone involved.
- any difference in their power or authority in relation to age, race, gender, physical, emotional, or intellectual vulnerability.

- all alleged physical and verbal aspects of the behaviour and incident.
- whether the behaviour involved inappropriate sexual knowledge or motivation.
- what was the degree of physical aggression, intimidation, threatening behaviour or bribery.
- the effect on the victim.
- any attempts to ensure the behaviour and incident is kept a secret.
- the perpetrator's motivation or reason for the behaviour if they admit that it occurred.
- whether this was a one-off incident, or longer in duration.

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

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

All involved should be spoken to separately, to gain a statement of facts from them (this may be part of subsequent investigation by the DSL/Pastoral Coordinator /Head Teacher). Consistent language and open questions should be used for each account. Ask the young person 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.

Recording sexualised behaviour

- 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.

Consider the Intent

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

Decide on your next course of action

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

Points to consider:

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

- 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 area?

- What was the explanation by all pupils involved of what occurred? Can each of the young person's give the same explanation of the incident and what is the effect on the young person involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

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

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

Next Steps

It is important to be prepared for every situation and the potential time it may take.

Informing parents/carers

The best way to inform parents/carers is face-to-face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers, whether their child is the young person who was harmed or who harmed another.

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

Police involvement

If the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to.

Preventing further abuse and supporting those involved

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

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

For the young person who has 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 feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.

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

If the young person feels particularly vulnerable, it may be that a risk assessment can be put in place for them whilst in school, with someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

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

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice (e.g. making amends with the young person they have targeted if this has been some form of bullying). The school may also choose a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

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

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

Prevention a whole school approach

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

• Educating the Proprietor, Senior Leadership Team, staff and volunteers, pupils and parents about this issue. This will include training all Proprietors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of child-on-child abuse, and how to prevent, identify and respond to it.

This includes:

      a.   Contextual Safeguarding.
      b.   The identification and classification of specific behaviours; and
      c.   The importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as horseplay or teasing.

• Educating pupil about the nature and prevalence of child-on-child abuse via PSCHE, RSE and the wider curriculum.

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

• They are regularly informed about the school's approach to such issues, including its zero-tolerance policy towards all forms of child-on-child abuse.

• Engaging parents on this issue by:

      a.   Talking about it with parents, both in groups and one to one.
      b.   Asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks.
      c.   Involving parents in the review of school policies and lesson plans; and

      d.   Encouraging parents to hold the school to account on this issue.

• Ensuring that all child-on-child abuse issues are fed back to the school's DSL so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support. This is done by way of a weekly SLT meeting at which all concerns about pupils (including child-on-child abuse issues) are discussed;

• Challenging the attitudes that underlie such abuse (both inside and outside the classroom);

• Working with Governors, Senior Leadership Team, all staff and volunteers, pupils 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 pupils can aspire to and realise safe and healthy relationships.

• Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and

• Responding to cases of child-on-child abuse promptly and appropriately.

Multi-agency working

The school actively engages with its local partners in relation to child-on-child abuse, and works closely with, Brent Family Front Door (BFFD), pupil's social care, CAMHS and/or other relevant agencies, and other schools.

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

     a.   To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist.

     b.   To ensure that our pupils can access the range of services and support they need quickly.

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

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

The school actively refers concerns/allegations of child-on-child abuse where necessary to BFFD, pupil's social care, and/or other relevant agencies.

Appendix 1

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

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

https://learning.nspcc.org.uk/media/1657/harmful-sexual-behaviour-framework.pdf

APPENDIX 2: Brook sexual behaviours traffic light tool

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

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between pupil or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

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

Green behaviours

• holding or playing with own genitals
• attempting to touch or curiosity   about other pupil's genitals
• attempting to touch or curiosity   about breasts, bottoms or genitals of adults
• games e.g., mummies and daddies
• doctors and nurses
• enjoying nakedness
• interest in body parts and what they do
• curiosity about the differences
   between boys and girls

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. A potential concern due to activity type, frequency, duration or co text in which they occur.

What can you do?

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

Amber behaviours

• preoccupation with adult sexual behaviour
• pulling other pupil's pants down/skirts up/trousers down against their will
• talking about sex using adult slang
• preoccupation with touching the genitals of other people
• following others into toilets or changing rooms to look at them or touch them
• talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

• persistently touching the genitals of other pupil
• persistent attempts to touch the genitals of adults
• simulation of sexual activity in play
• sexual behaviour between young pupil involving penetration with objects
• forcing other pupil to engage in sexual play

Behaviours: age 5 to 9 and 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 pupil or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?
Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9
• feeling and touching own genitals
• curiosity about other pupil's genitals
• curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same sex relationships
• sense of privacy about bodies
• telling stories or asking questions, using swear and slang words for parts of the body

Green behaviours 9-13
• 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 other children

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. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?
Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9
• questions about sexual activity which persist or are repeated frequently, despite an answer having been given
• sexual bullying face to face or through texts or online messaging
• engaging in mutual masturbation
• persistent sexual images and ideas in talk, play and art
• use of adult slang language to discuss sex

Amber behaviours 9-13
• 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

What is a red behaviour?
Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

What can you do?
Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9
• frequent masturbation in front of others
• sexual behaviour engaging significantly younger or less able pupil forcing other pupil to take part in
• sexual activities
• simulation of oral or penetrative sex
• sourcing pornographic material Online

Red behaviours 9-13
• exposing genitals or masturbating in public
• distributing naked or sexually provocative images of self or others
• sexually explicit talk with younger pupil
• sexual harassment
• arranging to meet with an online acquaintance in secret
• genital injury to self or others
• forcing other pupil 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

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 pupil or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.

What can you do?
Green behaviours provide opportunities to give positive feedback and additional information.

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

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. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?
Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

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

What is a red behaviour?
Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

What can you do?
Red behaviours indicate a need for immediate intervention and action.

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 pupil
• 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

This is intended to be used as a guide only. Please refer to the guidance tool at
https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool
 for further information.
Print date: 01/10/2015 - Brook has taken every care to ensure that the information
contained in this publication is accurate and up-to-date at the time of being published.
As information and knowledge is constantly changing, readers are strongly advised to
use this information for up to one month from print date. Brook accepts no
responsibility for difficulties that may
arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland.
(2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning
Queensland, Australia

Appendix 3 – where to go for further information

DfE: Statutory guidance: Working together to safeguard pupil 2019
https://www.gov.uk/government/publications/working-together-to-safeguard-pupil--2

 DfE: Statutory guidance: Keeping pupil safe in education 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data
/file/999348/Keeping_childr en_safe_in_education_2021.pdf

DfE Guidance: Sexual violence and sexual harassment between pupil in schools and colleges
2018
Sexual violence and sexual harassment between pupil in schools and colleges
(publishing.service.gov.uk)

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

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

DfE: Statutory guidance School exclusion
https://www.gov.uk/government/publications/school-exclusion

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

 DfE: Relationship Education and Relationship and Sex Education (2020)
https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-
education

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

DfE: Pupil Missing Education
https://www.gov.uk/government/publications/pupil-missing-education

DfE: Cyberbullying: Advice for headteachers and school staff
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying__Advice_for_Headteachers_and_School_Staff_121114.pdf

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

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

UKCIS: Tackling race and faith targeted bullying face to face and online
https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guidefor-schools

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