WIMBORNE
Academy Trust

CHILD ON CHILD ABUSE

POLICY

Version	2.0
Approving Body	Trust Board
Date ratified	September 2022
Date issued	September 2022
Review date	July 2023
Owner	Trust CEO
Applies to	All Trust Schools, all Trust staff

Version	Date	Reason
1.0	September 2021	To establish a trust-wide policy
2.0	September 2022	Terminology changes following update to Keeping Children Safe in Education 2022

The Child on Child Abuse Policy for Wimborne Academy Trust is based on a template provided by the Farrer & Co; it reflects the Pan-Dorset Inter-Agency Safeguarding Procedures and 'Keeping Children Safe in Education' 2022.

This Trust Policy has been designed to be adapted by headteachers and safeguarding leads to reflect each school's contextual information.

In drawing up the Trust's Child on Child Abuse Policy, the Trust has considered the range of people who will refer to the Policy i.e. trustees, leaders, teaching staff, support and lunch staff, parent helpers, volunteers, supply staff etc, as well as pupils and parents. The Trust will monitor the implementation of the Policy as part of its annual monitoring cycle and will consider such issues as:

● How the Trust and its schools demonstrate that staff have read and applied this Policy?
● The implications of the Policy on training for staff, trustees, leaders, DSLs etc.
● The ongoing involvement of the school's Children's Safeguarding Board in implementation of the Policy

Contents

1. Introduction

Wimborne Academy Trust and its schools are committed to the prevention, early identification, and appropriate management of child-on-child abuse (as defined below) both within and beyond our Trust School's.

In particular, we:

- believe that in order to protect children, all staff should be aware of the nature and level of risk to which their students are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and take a whole-school community Contextual Safeguarding approach to preventing and responding to child-on-child abuse;
- regard the introduction of this policy as a preventative measure. We do not feel it is acceptable merely to take a reactive approach to child-on-child abuse in response to alleged incidents of it;
- recognise national and increasing concern about this issue, and wish to implement this policy in order to mitigate harmful attitudes and ensure that our pupils are safe; and
- encourage parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any other children, they should inform the School so that it can ensure that appropriate and prompt action is taken in response.

This policy:

- is the Trust's policy for any issue that could constitute child-on-child abuse. It relates to, and should be read alongside:

  The Safeguarding and Child Protection Policy
  Behaviour Policy
  Exclusions Policy
  Anti-Bullying Policy
  Online Safety Policy
   Youth Involved Sexual Imagery

- applies to all staff, including Academy Committee members, Trustees, volunteers, trainee teachers, apprentices, anyone working in or on behalf of the Trust and its schools . It is reviewed annually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which students are or may be exposed.
- recognises that abuse is abuse, and should never be passed off as 'banter', 'just having a laugh', or
  'part of growing up',
- is compliant with the statutory guidance on Child- on-child abuse as set out in *Keeping Children Safe in Education* (September 2022),
- does not use the term 'victim' and/or 'perpetrator'. This is because our Trust takes a safeguarding approach to all individuals involved in concerns or allegations about child-on-child abuse, including those who are alleged to have been abused, and those who are alleged to have abused another child (ren), in addition to any sanctioning work that may also be required for the latter. Research has shown that many children who present with harmful behaviour towards others, in the context of

child-on-child abuse, are themselves vulnerable and may have been victimised by another child, parents or adults in the community prior to their abuse of other children.

- uses the terms 'child' and 'children', which is defined for the purposes of this policy as a person aged under 18. We have nonetheless chosen not to restrict our approach to child-on-child abuse under this policy to children but instead to adopt a wider interpretation of our safeguarding responsibilities so that they apply to all students, regardless of age. The Trust's response to incidents involving the exchange of youth involved sexual imagery will need to differ depending on the age of the students involved [see the Trust's youth involved sexual imagery policy for further information]. There is also likely to be a more significant criminal justice response in relation to any student responsible for abuse who is aged 18 or over.
- should, if relevant, according to the concern(s) or allegation(s) raised, be read in conjunction with the
Keeping Children Safe in Education 2022, part 5, and any other advice and guidance referred to within it, as appropriate, and
- should be read in conjunction with the Pan Dorset Safeguarding partnerships Policy and Procedures, and any relevant Practice Guidance issued by it.

2. Understanding child-on-child abuse

What is child-on-child abuse?

Child on Child abuse is any form of physical, sexual, emotional and financial abuse and coercive control, exercised between children, and within children's relationships (both intimate and non- intimate), friendships and wider peer associations.

Child-on-child abuse can take various forms, including (but not limited to): bullying (including cyberbullying), relationship abuse, domestic violence, child sexual exploitation, sexual violence and sexual harassment (sexual comments, jokes and remarks), upskirting and harmful sexual behaviour, gender based violence and serious youth violence, including physical abuse such as hitting, kicking, biting, hair pulling, shaking or otherwise causing physical harm, youth involved sexual imagery and initiating/hazing type violence and rituals.

These types of abuse do not always take place in isolation and can indicate wider safeguarding concerns.

What is Contextual Safeguarding?

This policy encapsulates a contextual safeguarding approach:

- which is about changing the way that professionals approach child protection when risks occur outside of the family, thereby requiring all those within a Local Safeguarding Partnership to consider how they work alongside, rather than just refer into, Local Authority Children's Social Care, to create safe spaces in which children may have encountered child-on-child abuse.
- being aware of and seeking to understand the impact that these wider social contexts may be having on the students in our schools'

- creating a safe culture in the Trust and its schools by, for example, implementing policies and procedures that address child-on-child abuse and harmful attitudes; promoting healthy relationships and attitudes to gender/ sexuality; hotspot mapping to identify risky areas in the School; training on potential bias and stereotyped assumptions,
- being alert to and monitoring changes in students' behaviour and/or attendance, and
- contributing to local child protection agendas by, for example, challenging poor threshold decisions and referring concerns about contexts to relevant local agencies (see section entitled 'multi-agency working').

When does behaviour become problematic or abusive?

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.

Sexual behaviours

Simon Hackett has proposed the following continuum model to demonstrate the range of sexual behaviours presented by children, which may be helpful when seeking to understand a student's sexual behaviour and deciding how to respond to it.

Sexual behaviours continuum model

Normal	Inappropriate	Problematic	Abusive	Violent
• Developmentally expected	• Single instances of inappropriate sexual behaviour	• Problematic and concerning behaviour	• 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 compliance	• Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour
• 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	
		• May include levels of compulsivity	• May include elements of expressive violence	

Hackett's continuum relates exclusively to sexual behaviours and is not exhaustive. The Brook Sexual Behaviours Traffic Light Tool can be helpful in identifying sexual behaviours in children. Staff should use their professional judgement and discuss concerns with the DSL. Where an (alleged) incident involves sexually harmful behaviour, staff should consult the Keeping Children Safe in Education 2022 part 5.

Other behaviour

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

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

The importance of intervening early and addressing any inappropriate behaviour does not just apply on an individual pupil basis, but could also apply across the pupil body.

Behaviour generally considered inappropriate may in fact indicate emerging concerning behaviour in which the school needs to take a whole-school approach in order to prevent escalation.

How can a child who is being abused by another child be identified?

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

Signs that a child may be suffering from child on child abuse can also overlap with those indicating other types of abuse (please refer to the Safeguarding and Child Protection policy for indicators of abuse) and can include:

- Failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard originally expected
- Physical injuries
- Experiencing difficulties with mental health and emotional well being
- Becoming withdrawn, shy, experiencing headaches, stomach ache, anxiety, panic attacks, nightmares and sleeping too much or not enough.
- Broader changes in behaviour including substance and alcohol misuse
- Changes in appearance and/or starting to act in a way not appropriate for the child's age ● Abusing behaviour towards others

Abuse affects children differently, the above list is not exhaustive and a sign of one or more of these does not indicate abuse, the behaviour children present with will depend on the context of their circumstances.

The Trusts and its school should regularly review behaviour incident logs which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage. Where the child exhibits behaviour which is out of character or abnormal for their age the Trust and its school should consider whether an underlying concern is contributing to their behaviour including, whether the child is being harmed or abused by other children.

Are some children particularly vulnerable to abusing or being abused by other children?

Any child can be vulnerable to child-on-child abuse due to the strength of peer influence during adolescence, and staff should be alert to signs of such abuse amongst **all** children. Evidence shows that children with SEND and LGBQT+ are at greater risk of child on child abuse. Individual and situational factors can increase a child's vulnerability to abuse by other children. For example, an image of a child could be shared, following which they could become more vulnerable to child-on-child abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse. For example, children who are more likely to follow others and/or who are socially isolated from other children may be more vulnerable to child-on-child abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by other children.

Research suggests that child-on-child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. As a result, the Trust and its schools will need to explore the gender dynamics of child-on-child abuse within their settings, and recognise that these will play out differently in single sex, mixed or gender- imbalanced environments:

How can the Trust and its schools raise awareness and prevent child-on-child abuse?

The Trust and its schools actively seek to raise awareness of and prevent all forms of child on child abuse by:

☐ Educating all trust staff, pupils and parents about these issues, this includes:
  − Training all trust staff on the nature, prevalence and effect of child on child abuse, and how to prevent, identify and respond to it. This involves the identification and classification of specific behaviours, including digital behaviours, 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 'banter' or 'just having a laugh' or 'part of growing up'.
  − educating children about the nature and prevalence of child-on-child abuse via Relationship and sex education, PSHE, the wider curriculum and ensuring that children understand the law on child on child abuse and that it is there to protect them rather than criminalise them. 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 these issues by communicating with parents about this, both in groups and, as appropriate, on a one to one basis and seeking their views about the perceived risks and areas of improvement.

- creating conditions in which our students can aspire to, and realise, safe and healthy relationships fostering a whole-school culture:
- which is founded on the idea that every member of our Trust community is responsible for building and maintaining safe and positive relationships, and helping to create a safe environment in which violence and abuse are never acceptable.
- in which students are able to develop trusting relationships with staff, and in which staff understand, through regular discussion and training, the importance of these relationships in providing students with a sense of belonging.
- in which students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to,
- responding to cases of child-on-child abuse promptly and appropriately, and
- ensuring that all child-on-child abuse issues are fed back to the DSL so that they can spot and address any concerning trends and identify students who may need additional support.

Multi-agency working

The Trust and its schools will engage with its local partners in relation to child on child abuse and will work closely with Pan-Dorset Safeguarding Children Partnership and other relevant agencies (and other Schools) as appropriate.

The relationships with these partners are essential to ensuring that the Trust is able to prevent, identify early, and appropriately handle cases of child-on-child abuse. They help the Trust to develop a good awareness and understanding of the different referral pathways that operate in the local area, as well as the preventative and support services which exist and ensure that its students are able to access the range of services and support they need quickly.

In addition, increase the Trust and its school's awareness and understanding of any concerning trends and emerging risks in its local area to enable it to take preventative action to minimise the risk of these being experienced by its students.

The Trust and its schools actively refer concerns and allegations of child-on-child abuse where necessary to Local Authority Children's Social Care, the police, CHAD and/or other relevant agencies in accordance with the Pan-Dorset Safeguarding Children Partnership procedures. This is particularly important because child-on-child abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the alleged incident cannot appropriately be managed internally by the School itself) to try to address the issue alone – it requires effective partnership working.

3. Responding to concerns or allegations of child-on-child abuse

General principles

It is essential that all concerns and allegations of child-on-child abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our School environment.

Any response should:

- include a thorough investigation of the concern(s) or allegation(s), and the wider context in which they may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident(s), it may be appropriate for the police and/or Local Authority Children's Social Care to carry out this investigation,

- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, they may also have considerable unmet needs and be at risk of harm themselves. The School should ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter,

- take into account:

   − that the abuse may indicate wider safeguarding concerns for any of the children involved, consider and address the effect of wider sociocultural contexts – such as the child's/ children's peer group (both within and outside the School); family; the School environment; their experience(s) of crime and victimisation in the local community; and the child/children's online presence. Consider what changes may need to be made to these contexts to address the child/ children's needs and to mitigate risk, and

   − the potential complexity of child-on-child abuse and of childreń́s experiences, and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting,

   − the views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/ children and their parents, and obtain consent to any referral before it is made. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so. It is particularly important to consider the wishes of any child who has allegedly been abused, and to give that child as much control as is reasonably possible over decisions regarding how any investigation will be progressed and how they will be supported.

   What should you do if you suspect either that a child may be at risk of or experiencing abuse by anothr child(ren), or that a child may be at risk of abusing or may be abusing another child (ren)?

   If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by another child (ren), or that a child may be at risk of abusing or may be abusing another child (ren), they should discuss their concern with the DSL without delay (in accordance with section [12] of the Safeguarding and child protection policy) so that a course of action can be agreed.

   Where a child is suffering, or is likely to suffer from harm, it is important that a referral to Local Authority Children's Social Care (and, if appropriate, the police) is made immediately.

   If a child speaks to a member of staff about child-on- child abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement. For further details please see the procedures set out in section [12] of the Safeguarding and child protection policy.

How will the School respond to concerns or allegations of child-on-child abuse?

The DSL will discuss the concern(s) or allegation(s) with the member of staff who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/children affected.

Where any concern(s) or allegation(s) indicate(s) that indecent images of a child or children may have been shared online, the DSL should consider what urgent action can be taken in addition to the actions and referral duties set out in this policy, and in the Trust's, Youth Involved Sexual Imagery policy, to seek specialist help in preventing the images spreading further and removing the images from the internet.

DSLs should always use their professional judgement to assess the nature and seriousness of the alleged behaviour and determine whether it is appropriate for the alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required.

In borderline cases the DSL may wish to consult with CHAD or other relevant agencies in accordance with PanDorset Safeguarding Children's Partnership on a no-names basis (where possible) to determine the most appropriate response.

Where the DSL considers or suspects that the alleged behaviour in question might be abusive or violent on a spectrum or where the needs and circumstances of the individual child/children in question might otherwise require it, the DSL should contact CHAD or the police immediately and, in any event, within 24 hours of the DSL becoming aware of the alleged behaviour. The DSL will discuss the concern(s) or allegation(s) with the agency and agree on a course of action, which may include:

A   **Manage internally with help from external specialists where appropriate and possible**. Where the alleged behaviour between children is abusive or violent (as opposed to inappropriate or problematic – unless as stated above), scenarios B, C or D should ordinarily apply. However, where support from local agencies is not available, the Trust and its School may need to handle concerns or allegations internally. In these cases, the Trust and its School will engage and seek advice from external specialists.

B   **Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of the child/children and their family.** These services may, for example, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, a specialist harmful sexual behaviour team, CAMHS and/or youth offending services.

C   **Refer the child/children to Local Authority Children's Social Care for a section 17/47 statutory assessment.** Where a child is suffering, or is likely to suffer from harm, it is important that a referral to Local Authority Children's Social Care (and, if appropriate, a report to the police) is made immediately. This referral will be made to Local Authority Children's Social Care in the area where the/each child lives. Depending on the safeguarding procedures issued by the Local
Safeguarding Partnership in that area, there will normally be an initial review and assessment of the referral, in accordance with that area's assessment framework. As a matter of best practice, if an incident of child-on-child abuse requires referral to and action by Local Authority Children's Social Care and a strategy meeting is convened, then the School will hold every professional involved in the case accountable for their safeguarding

response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it, and the contexts to which the abuse was associated.

D   **Report alleged criminal behaviour to the police.** Alleged criminal behaviour will ordinarily be reported to the police. However, there are some circumstances where it may not be appropriate to report such behaviour to the police. For example, where the exchange of youth involved sexual imagery does not involve any aggravating factors [see the Trust's youth involved sexual imagery policy for further information]. All concerns or allegations will be assessed on a case by case basis, and in light of the wider context.

Safety plans

The Trust and its schools will always carry out a safety plan in respect of:
• any child who is alleged to have behaved in a way that is considered to be abusive or violent,
• any child who has reportedly been abused or affected by the alleged abusive or violent behaviour by another child, or
• any child who may be at risk due to the alleged abusive or violent behaviour by another child as deemed appropriate by the DSL.

Where it is alleged that a child has behaved in a way that is considered to be inappropriate or problematic (as opposed to abusive or violent), the DSL will use their professional judgment – based on the particular concern(s) and/or allegation(s) raised, and the needs and circumstances of the individual child/children in question – to determine whether it would be appropriate to contact Local Authority Children's Social Care, and to carry out a safety plan.

Careful judgment and consideration are required as to whether alleged behaviour which might be judged to be inappropriate by an adult might actually be harmful to another child. Consultation is recommended with Local Authority Children's Social Care if there is any doubt about this. Careful consideration should also be given to a range of factors including the context, severity of the alleged behaviour, impact of the alleged behaviour on others, risk to others, and whether there are any patterns of behaviour occurring.

Where other children have been identified as witnesses to alleged abuse or violence, consideration should also be given by the DSL to whether there might be any risks to those children, and whether a safety plan would be appropriate in relation to any risks presenting to them.

Information sharing, data protection and record keeping

When responding to concern(s) or allegation(s) of child-on-child abuse, the Trust and its schools will:
− always consider carefully, in consultation with Local Authority Children's Social Care, the police and other relevant agencies (where they are involved), how to share information about the concern(s) or allegation(s) with the student(s) affected, their parents, staff, and other students and individuals,
− record the information that is necessary for the School and other relevant agencies (where they are involved) to respond to the concern(s) or allegation(s) and safeguard everyone involved,

- keep a record of the legal purpose for sharing the information with any third party, including relevant authorities, and ensure that the third party has agreed to handle the information securely and to only use it for the agreed legal purpose, and
- be mindful of and act in accordance with its safeguarding and data protection duties, including those set out in Working Together to Safeguard Children (July 2018 updated December) and the HM Government advice on Information Sharing (July 2018).

Disciplinary action

The Trust and its schools may wish to consider whether disciplinary action may be appropriate for any child/children involved. However, if there are police proceedings underway, or there could be, it is critical that the Trust and its School works in partnership with the police and/or Local Authority Children's Social Care.

Where a matter is not of interest to the police and/ or Local Authority Children's Social Care, the Trust and its Schools may still need to consider what is the most appropriate action to take to ensure positive behaviour management. Disciplinary action may sometimes be appropriate, including to:

□ ensure that the child/children take responsibility for and realise the seriousness of their behaviour; □ demonstrate to the child/children and others that child-on-child abuse can never be tolerated; and □ ensure the safety and wellbeing of other children.

However, these considerations must be balanced against any police investigations, the child's/children's own potential unmet needs, and any action or intervention planned regarding safeguarding concerns. Before deciding on appropriate action the Trust and its Schools will always consider its duty to safeguard all children in its care from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the child-on-child abuse and the causes of it.

The Trust and its Schools will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. For example, action may still need to be taken by the School in relation to other students who have been involved with and/or affected by child-on-child abuse. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School. In the event of any managed move, consideration must be given to sharing information with the receiving school regarding the child–on-child abuse in order to allow best protection of children in the new school.

Disciplinary interventions alone are rarely able to solve issues of child-on-child abuse, and the Trust and its School will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards, as set out above and below.
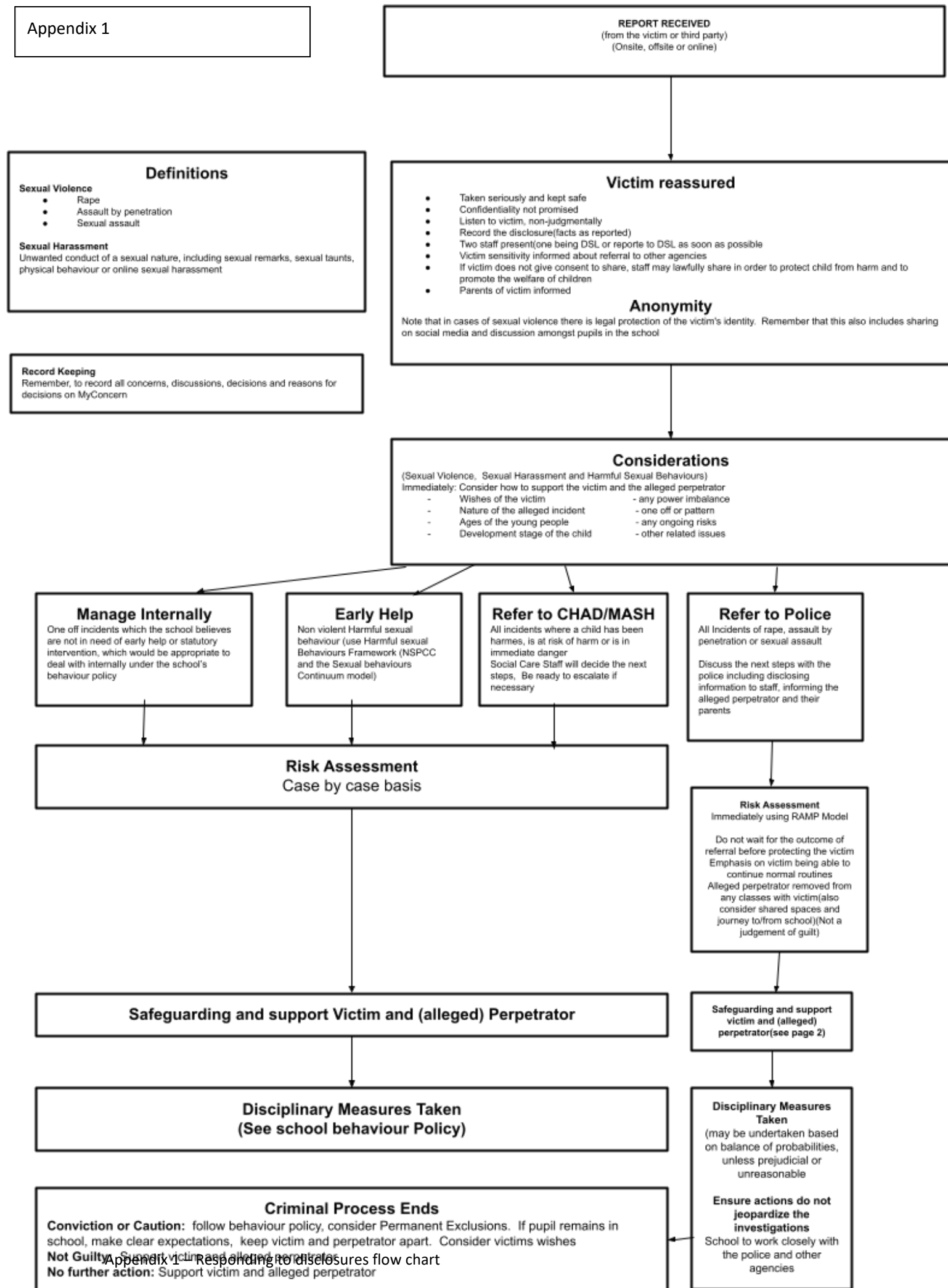
On-going proactive work for a whole-school community Contextual Safeguarding approach

The Trust and its school's response to concerns or allegations of child-on-child abuse should be part of ongoing proactive work to embed best practice and in taking a whole-school community Contextual Safeguarding approach to such abuse. As such the Trust and its School's response can become part of its wider prevention work.

The response will include the School asking itself a series of questions about the context in which an incident of child-on-child abuse occurred in the School, the local community in which the School is based, and the wider physical and online environment – such as:

1. What protective factors and influences exist within the School (such as positive peer influences, examples where child-on-child abuse has been challenged, etc.) and how can the School bolster these?

2. How (if at all) did the School's physical environment or the students' routes to and from the School contribute to the abuse, and how can the School address this going forwards, for example by improving the School's safety, security and supervision, or by working with local safeguarding partners to mitigate the risks to students' safety whilst travelling to and from the School?

3. How (if at all) did the online environment contribute to the abuse, and how can the School address this going forwards, for example by strengthening the way in which the School encourages positive and safe use of the internet by students?

4. Did wider gender norms, equality issues, and/or societal attitudes contribute to the abuse?

5. What was the relationship between the abuse and the cultural norms between staff and students, and how can these be addressed going forward?

6. Does the abuse indicate a need for staff training on, for example, underlying attitudes, a particular issue or the handling of particular types of abuse, or to address any victim-blaming narratives from staff?

7. How have similar cases been managed in the past and what effect has this had?

8. Does the case or any identified trends highlight areas for development in the way in which the Trust and its Schools works with children to raise their awareness of and/or prevent child-on-child abuse, including by way of the PSHE curriculum and lessons that address underlying attitudes or behaviour such as gender and equalities work, respect, boundaries, consent, children's rights and critical thinking and/or avoiding victim-blaming narratives?

9. Are there any lessons to be learnt about the way in which the School engages with parents to address child-on-child abuse issues?

10. Are there underlying issues that affect other schools in the area and is there a need for a multi-agency response?

11. Does this case highlight a need to work with certain children to build their confidence, and teach them how to identify and manage abusive behaviour?

12. Were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other children in the School?

Answers to these questions will be used to develop an action plan that is reviewed on a regular basis by the Trust, School's leadership and the DSL. The School will, where possible and appropriate, work with the local authority and wider partners to deliver on this plan.

REPORT RECEIVED
(from the victim or third party)
(Onsite, offsite or online)

Definitions

Sexual Violence
- Rape
- Assault by penetration
- Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Victim reassured
- Taken seriously and kept safe
- Confidentiality not promised
- Listen to victim, non-judgmentally
- Record the disclosure(facts as reported)
- Two staff present(one being DSL or reporte to DSL as soon as possible
- Victim sensitivity informed about referral to other agencies
- If victim does not give consent to share, staff may lawfully share in order to protect child from harm and to promote the welfare of children
- Parents of victim informed

Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school

Record Keeping
Remember, to record all concerns, discussions, decisions and reasons for decisions on MyConcern

Considerations

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
Immediately: Consider how to support the victim and the alleged perpetrator
- Wishes of the victim   - any power imbalance
- Nature of the alleged incident - one off or pattern
- Ages of the young people   - any ongoing risks
- Development stage of the child - other related issues

Manage Internally
One off incidents which the school believes are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy

Early Help
Non violent Harmful sexual behaviour (use Harmful sexual Behaviours Framework (NSPCC and the Sexual behaviours Continuum model)

Refer to CHAD/MASH
All incidents where a child has been harmes, is at risk of harm or is in immediate danger
Social Care Staff will decide the next steps, Be ready to escalate if necessary

Refer to Police
All Incidents of rape, assault by penetration or sexual assault

Discuss the next steps with the police including disclosing information to staff, informing the alleged perpetrator and their parents

Risk Assessment
Case by case basis

Risk Assessment
Immediately using RAMP Model

Do not wait for the outcome of referral before protecting the victim
Emphasis on victim being able to continue normal routines
Alleged perpetrator removed from any classes with victim(also consider shared spaces and journey to/from school)(Not a judgement of guilt)

Safeguarding and support Victim and (alleged) Perpetrator

Safeguarding and support victim and (alleged) perpetrator(see page 2)

Disciplinary Measures Taken
(See school behaviour Policy)

Disciplinary Measures Taken
(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable

Ensure actions do not jeopardize the investigations
School to work closely with the police and other agencies

Criminal Process Ends

Conviction or Caution: follow behaviour policy, consider Permanent Exclusions. If pupil remains in school, make clear expectations, keep victim and perpetrator apart. Consider victims wishes
Not Guilty: Support victim and alleged perpetrator
No further action: Support victim and alleged perpetrator

Appendix 1 – Responding to disclosures flow chart

Pan-Dorset Safeguarding Children Partnership

Risk Assessment Management Plan (RAMP) for Children / Young persons who Display

Sexually Harmful Behaviour in an Education Setting

Name of child/young person	
Date of birth	
Ethnicity	
School/College	
Class/form	
Author of RAMP	
Date of RAMP	

This RAMP format has been based on adaptions of the original AIM Safety and Support Plans (Carol Carson & AIM 2007) by Leeds, Hertfordshire and Cambridgeshire Children's Services.

(AIM – Understanding and Managing Problematic and Harmful Sexual Behaviours in Education Settings. 3rd Edition, 2016. Author – Carol Carson)

The RAMP is not a legal document, it is intended as a written agreement with the child/young person, their family and other agencies who work with and support them

- This risk assessment is for schools/colleges to use
- This should follow on from the multi agency risk meeting chaired by Social Care to consider the multi agency plan for the child/young person
- This form can be used prior to the multi agency meeting, if a child/young person is in school before this takes place, but must be updated once this has happened
- This form may be used by schools where concerns are not at a level where social care are taking further action

For further information see LSCB guidance
http://pandorsetscb.proceduresonline.com/chapters/p_sexually_harm_behav.htm

1. Details of Concerns / Other Agency Information

1. 1 Context of behaviour / overview of the incident:

2.

Give an overview of the incident / reason you are undertaking this RAMP. *Use pointers below to support your thinking*
• *Are the allegations of sexually harmful behavior substantiated or still undergoing police or other investigation? (explain process)* • *Describe the type of behaviour-what child/ young person did or said?* • *Context of behaviour- was it spontaneous or planned? Was there force/ threat etc?*   □ *When and Where? (date)* • *What is the relationship between children/ young persons involved - are they of a similar age? Would they normally associate? Is there a power imbalance?* • *What was the response of the child/ young person who initiated the behaviour- were they defensive, aggressive, embarrassed, taking responsibility etc?* • *What was the response of the parents when informed of their child's sexual behaviour? e.g. attitude, views, any cultural issues of the child/young person or parents/carer)* • *Response of the other child/ young person / adult involved- what is the impact on the child/ young person and the views of their parents in relation to this?*

1.2 Factors causing concern and evidence:

What are the concerns for school/college?	Evidence
Are there pre-existing concerns about this child/young person? **e.g. other behavioral issues, poor attendance, low attainment, other safeguarding concerns, bullying. Is there a Behaviour Management Plan?**	**Evidence**
Who could be harmed and how?	**Evidence**

E.*g. the subject themselves, other children, staff?* *Sexual, physical or emotional harm?*	
In which situations could the risk occur? *Use the Assessment of the school environment attached*	**Evidence**

1. 3 Other agencies views of concern/s:

Children/ young person's needs are often complex and require a joined up response by a range of agencies. This document should reflect the views of other agencies about the level and nature of risk.

Health	
Police	
Children's Services *Please identify which service/s specifically are working with the child e.g. Social Care, Early help, youth worker/Centre*	
Other	

1.4 Child/young person and parent / carer's views:

Parents, carers and child may hold a different view about the different level of risk and concerns; use this section to record these.

Child/young person's view	

| Parent / carer's view	

1.5 Likelihood of risk and why:

Consider the information in the previous sections and identify what may heighten or lower concerns.

Factors which heighten the concerns	Factors which lower the concerns
e.g. Child / young person has either actually exhibited sexually harmful behaviour or has been convicted for sexual offences; also evidence of their detailed planning.	*e.g. Child/young person has the ability to reflect and understand the consequences of their behaviour. They are willing to engage with support offered to address this behaviour.*

2. Safety and Support Plan

There are three strands to the Safety and Support Plan, the actions which are part of the school/college's policies and procedures; the actions to be taken to manage the risk and meet the needs of the child/young person and what needs to happen if the concerns increase

Safety and Support Plan

2.1 School/college

2.2 Child/young person

2.3 Response to increased concerns
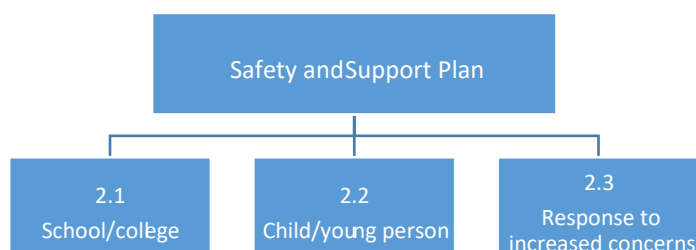
In the relevant section below list any actions, arrangements and strategies that can be put in place to safeguard and promote the welfare of the child/ young person and others identified in the RAMP. The supporting document 'Assessment of the school/college environment' may assist. (See Appendix 1)

School/ College:

Actions	By Who / When?
Reporting, recording and monitoring: *What are the arrangements for reporting, recording and monitoring the child/young person's behaviour? Who will be the lead person in the school?*	
Chronology of incidents: Use AIM *Chronology of incidents*. *Who will be responsible*	
for monitoring and updating this?	
Education arrangements: *Can education continue to be offered on site or are alternative arrangements required? Will the time table need modification? Can the young person remain in the same tutor group/subject classes?*	
School/college environment: *What are the arrangements for managing unstructured times, transitional period, contact between parties and potential hot spots of the building? What level of supervision is required and how will this be managed?*	
Transport arrangements: *What are the arrangements for the child/young person to get safely to and from school/college?*	
Duty of care / keeping all pupils/students safe: *How will this be done? Who will take responsibility for coordinating? What messages have been given to pupils/students about keeping safe and how?*	
Off-site activities - school trips, work experience etc: *How will risk be managed in these situations?*	
Staff Considerations: *E.g. are any staff not to be alone with the student, any additional training or support for staff?*	

Child / Young person:

Actions	By Who / When?
Individual work: *What work is being undertaken to address the child/ young person's unmet needs in relation to sexual behaviour?*	
Liaison with parents: *Who will communicate with parents/carers? What support needs do the parents/carers have? What do parents/carers need to do to support their child?*	
The right to feel and be safe: *What support has the child/young person been offered to be safe in school/college?*	
Behaviour management strategies: *Are there clear boundaries and expectations of acceptable behaviours?*	
Positive activities: *What support is in place to reduce the risk of isolation and to encourage the child/ young person to enjoy and achieve?*	
Identity: *Are there any additional factors to consider in relation to the child's age, gender, sexuality, race, religion, disability, mental / physical health or other?*	

Response to increased concerns:

Identify the actions necessary if there are concerns that the safety and support management plan is ineffective.

Actions	Who / when?
Liaison with other agencies: *Increased concerns will require further discussion with Children's and Specialist Services.*	
Exclusion(Expulsion)/temporary or permanent: *Are there significant grounds for considering this? Has there been an assessment of the situation? If so what is the evidence for this decision?*	
Inform parents: *Who will contact parents?*	
Review of RAMP: *When will this be done? Who will lead on this?* *(Ideally this needs to be convened with all parties ASAP). AIM chronology of incidents needs to be up to date.*	
Any other?	

Safety and Support Plan agreed by:

Name	Role	Signature
	Head Teacher/ College Principal	
	Designated Safeguarding Lead	
	Form Tutor	
	Other relevant school/college staff (specify who)	
	Child/young person	
	Parent/carer	
	Other Agencies (specify which agency)	

Information sharing:

In order to safeguard children, the contents of this RAMP may need to be shared with other professionals on a need to know basis. The parents/carers and child (if appropriate) will be informed of who the RAMP is being shared with and why.

Name	Role

Date to review RAMP ……………………………………..

The timescale of the review needs to be in proportion to the level of concerns / risk and the degree of support and intervention.

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Academy Trust

3. Review of Safety and Support Plan

Review:

Using the Safety and Support Plan (sections 2.1 – 2.3) and AIM chronology of incidents, evaluate whether any changes need to be made to the RAMP. A review will consider any new information, change in circumstances, and any work carried out with the child and family.

Agreed actions/amendments for this review:

Using the table below, record any changes that need to be made and why.

Summary of progress made	Actions/amendments	Why?	Who and when?
School/ College setting: *e.g. have there been any further incidents? If so, what actions were taken and what was the outcome?*			

Child / Young person: *e.g. has the child/ young person used the support available in school/college and from other agencies as part of this plan?*			

Response to increased concerns: *e.g. can the child/young person remain in school/college given the current concerns? What additional support can be given?*			

Review actions and amendments agreed by:

Name	Role	Signature

Date RAMP reviewed ……………………………….

Date of next RAMP review ....

The timescale of the review needs to be in proportion to the level of concerns / risk and the degree of support and intervention

Assessment of the School/College Environment

(This section is taken from Hertfordshire Children's Services 2016 RAMP and can be used to support the completion of the RAMP)

Teaching and Learning

- What is the current level of supervision and is this appropriate?
- Are all relevant staff aware of the level of supervision required?
- Who is responsible for discussing the child/ young person's risk and needs with other staff?
- Has the child/ young person engaged in any worrying sexual behaviours within the classroom setting now or previously?
- Are there particular times when the child/ young person seems more relaxed and content?
- Are there particular times or circumstances where the child/ young person seems unhappier/upset/ distracted/ irritable/ distressed?
- Can extra support/ supervision be put in place during difficult times?
- Are the seating arrangements satisfactory?
- Are there times when the child/ young person is allowed to leave the class during class times?
- How is sex and relationships education managed and does the child/ young person need further information?
- Are there particular areas of risk in the class e.g. when the teacher is occupied with other pupils/ students and how can this be managed?
- How will risk be managed during off site activities – school trips, work experience etc.?

Unstructured Times

- Have there been concerns about the child/young person's sexual behaviours in school when out of the classroom? If so, who were the behaviours directed to and in what circumstances? What children may be particularly vulnerable and how can this be managed?
- Does the location of the toilets cause a problem? Does more than one class share them? Are particular rules required for going to the toilet?
- Are there rules about showering, dressing and undressing for PE that need to be considered? Are staff able to supervise changing appropriately and according to needs and age of the child/ young person concerned?
- Are there rules about physical contact during play that needs to be considered?
- Has the child/ young person have a history of absconding?
- Does consideration need to be given to use of school/ college technology? Is school technology (computers, laptops, tablets, iPads etc.) monitored to ensure that children and staff are following the School/ College's Acceptable Use Policy?
- What are the arrangements for the child/ young person to get safely to and from school/college?

Outside Area

- Are there areas within the school and grounds that are unsupervised?
- Are there any other building issues that may increase risk? e.g. building works, co-located school, communal playground?
- Is there a need to make certain areas 'out of bounds' either for the time being or permanently?
- Can you involve more staff to engage children in constructive play/ conversation to encourage them to be more interactive and therefore less open to inappropriate play?

Children / Young persons

- Have all children/young persons been taught about keeping safe? Is any additional input needed due to the current concerns (either individual/group work or as a whole class?) Who will take responsibility for coordination?
- Are all children/young persons aware of who to go to if they have a worry?
- Do all children/young persons feel that they are listened to and are confident that appropriate action will be taken?
- If primary, have all children completed a Safety Circle (Foundation/ KS1) or a Network of Support (KS2)
- If secondary/college, are young persons aware of who they can speak to/who their support networks are in school (including school nurse etc.)?
- Are children/ young person's parents/carers informed of personal safety curriculum units of work covered, including Online-Safety?

Individual Work

- Who will talk to the child/ young person about their sexual behaviours if the need arises? Will this staff member require any support?
- What are the arrangements for reporting, recording and monitoring the child/ young person's behaviour? Who will be responsible for monitoring and updating the chronology?
- Are there clear boundaries and expectations of acceptable behaviours?
- What work is being undertaken to address the child/ young person's unmet needs in relation to the sexual behaviour?
- What support has the child/ young person been offered to be safe in school?
- What support is in place to reduce the risk of isolation and to encourage the child/young person to enjoy and achieve?
- Are there any additional factors to consider in relation to the child/ young person's age, sex, race, religion, disability, mental/physical health or other?
- Who will communicate with parents/carers? What support do the parents/carers have? What do parents/carers need to do to support their child/ young person?