CHILD ON CHILD HARMFUL SEXUAL BEHAVIOUR POLICY

PASSMORES ACADEMY

NOVEMBER 2026

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PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

• Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential; • every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background; • there is no limit to achievement – intelligence can be developed; • each student must know what to do in order to improve and how to do it, high expectations on their own are not enough; • consistency of experience is fundamental; each school is a team and consistency makes us greater than the sum of our parts; • employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all actions and decisions adhere to these principles our community members:

• are highly valued and expected to achieve their full potential, no matter what their socio-economic background; • benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school; • are supported and encouraged to lead healthy and active lives making sensible choices, whilst respecting the views and attitudes of others.

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1. Introduction

This policy is for all staff, parents, governors, volunteers and our wider community. It forms part of the safeguarding arrangements for our setting and should be read in conjunction with the following:

- ❑ Keeping Children Safe in Education (DfE, 2026)
- ❑ the Child Protection policy
- ❑ the Behaviour policy
- ❑ the Anti- bullying policy

Our setting understands that children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected (age-appropriate), to inappropriate, problematic, abusive, and violent.

This policy outlines how our setting will respond to all signs, reports and concerns of harmful sexual behaviour (HSB), child-on-child sexual harassment and sexual violence.

Our setting recognises that HSB can occur between two or more children of any age and sex. It can occur between a group of children, towards a single child or another group of children. HSB may escalate into sexual harassment or sexual violence, and our staff understand that children can experience HSB in various settings, including at school, at home (or in another home), in public places, online or in person, or simultaneously. We recognise that children are vulnerable to, and capable of, HSB.

Within this policy we use the following widely used and recognised terms: 'victim(s)' and 'alleged perpetrator(s)'. We recognise that a child who has reported abuse may not consider themselves to be a victim and may not want to be described in this way. We also recognise that a child who is reported to have displayed harmful or abusive behaviour may not consider that they have done so, and that they will also need a safeguarding response. Our setting understands that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. When managing reports of abuse, we are mindful of the language used, particularly when speaking with children, and will adapt this according to the needs of the child.

2. Statutory Framework

In addition to national statutory guidance, in Essex, all professionals must work in accordance with the SET Procedures. Our setting also works in accordance with the following legislation and guidance *(this is not an exhaustive list)*:

- Keeping Children Safe in Education (DfE 2026)
- Working Together to Safeguard Children (DfE 2026)
- When to call the Police - guidance for schools and colleges
- Education Act (2002)

- Sexual Offences Act 2003
- Information Sharing Duty (2026)
- Children Act (1989)
- Children Act (2004)
- Preventing and Tackling Bullying (DfE, 2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2025)
- Behaviour in Schools (DfE 2024)
- School suspensions and permanent exclusions (DfE, 2026)
- Information sharing duty statutory guidance (DfE 2026)
- Essex Effective Support

3. Whole School Approach

We recognise the importance of a whole-setting approach to addressing HSB. We have a zero-tolerance approach to sexual harassment and sexual violence and encourage a culture whereby children understand that it is abuse and will come forward to report it. We recognise that the escalatory nature of misogyny/misandry or sexual harassment and the benefits of early identification will support our approach to minimising the risk of HSB, and we will challenge any inappropriate and/or potentially criminal behaviour to ensure that such behaviours do not become normalised.

We take a safeguarding approach in response to all incidents involving the sharing or making of nude or semi-nude images, regardless of whether they are consensual or non-consensual.

Our staff understand and acknowledge that certain groups of children are more likely to be victims of HSB and that even if there are no reports it does not mean HSB is not happening.

Children

Our whole-school approach works to prevent HSB by providing a high-quality education using the RSHE and wider curriculum; teaching children in an age-appropriate way about healthy, positive, and respectful relationships. We help our children to understand what is meant by boundaries and privacy, online and offline.

We aim to provide children with the language to report abuse and concerns and tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We help our children understand that abuse is never the fault of a victim, and why victim blaming is always wrong.

Parents/Carers

We work in partnership with parents and carers to support our children and want to help them to keep their child/ren safe by sharing relevant information, providing curriculum information and signposting to appropriate support where necessary.

Our parents and carers are made aware of how and when to report any concerns to the school, that all incidents will be handled with care and sensitivity, and that it may sometimes be necessary to involve other agencies.

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. We have systems in school to filter information and block internet access to harmful sites and inappropriate content. These systems are monitored and reviewed annually to ensure they are effective, and all staff are trained in online safety and how to report concerns.

4. Roles and responsibilities

The trust board and local governing body

The trust board and local governing body have strategic leadership responsibility for safeguarding in our school. They ensure that our safeguarding arrangements comply with all legal duties and that our policies, procedures and training are effective.

Headteacher

Our Headteacher works in accordance with all statutory requirements for safeguarding and is responsible for ensuring that safeguarding policies and procedures adopted by the governing body are understood and followed by all staff. Our Headteacher has ultimate responsibility for implementing measures which aim to secure acceptable standards of behaviour and ensuring that the behaviour policy is applied consistently and fairly by our staff. Only our Headteacher can suspend or permanently exclude a pupil on disciplinary grounds.

Designated Safeguarding Leads

The Designated Safeguarding Lead (DSL) has lead responsibility for managing all incidents of HSB, including online. This includes the appropriate reporting and recording of all incidents of HSB, sexual harassment or sexual violence in line with all relevant safeguarding and child protection guidance. They also lead on reviewing behaviours to ensure they are accurately understood, assessed and responded to in line with statutory guidance.

We ensure that our DSLs and their deputies (DDSL's) receive appropriate training so that they are confident in school safeguarding processes, ensure that appropriate advice is sought and any referrals to statutory agencies including Essex Children's Social Care (Children and Families Hub) and / or the Police are made in a timely way and in accordance with current SET procedures.

Staff

It is the responsibility of all staff to have read and understood this policy and associated policies. All staff working with children should maintain an attitude of 'it could happen here' and must report any incidents or suspected incidents of HSB in line with school policy. It is expected that all staff will challenge any harmful sexual language or inappropriate behaviour. Staff have a duty to ensure that the school environment is one which is safe, and which supports learners to understand safe and healthy relationships and appropriate behaviour through delivery of our curriculum.

5. Procedures for responding to harmful sexual behaviour

The wellbeing of our children is always central to our approach. We will always take a balanced and proportionate approach to HSB, based on the principle that it is not acceptable and will not be tolerated. Our approach will help us to ensure that all children are protected and supported appropriately.

Any child reporting a concern will be treated respectfully. We always reassure them that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel that they are creating a problem by reporting HSB or to feel ashamed.
We will do this by:

- wherever possible, managing any report of HSB with two members of staff present. This will usually include our DSL (or DDSL);

- listening carefully to a child in a non-judgemental way and ensuring we are clear about how the report will be progressed. We will ensure our children know they can speak to our staff again if they wish to provide more information, or for any other reason;

- where a report includes an online element, we work to the government advice in Searching screening and confiscation and UKCIS Sharing nudes and semi nudes advice for education settings working with children and young people. We will never view an illegal image of a child as part of our response to a report of HSB, unless absolutely necessary or in exceptional circumstances. We will never forward an illegal image of a child.

- working in partnership with other agencies (including statutory partners) to ensure that concerns are appropriately managed. Where a child already has Children's Social Care involvement, such as a Looked After Child, a Child In Need or a child with a Child Protection Plan, we will inform the child's Social Worker and work in partnership with them as appropriate.

We will always act in the best interests of the child and follow general safeguarding principles. Immediate steps will be taken to support and protect the victim, the alleged perpetrator(s) and any other affected children.

Confidentiality and information sharing
Our staff will never guarantee confidentiality to anyone (including children or parents/carers) about a safeguarding concern, nor promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to our DSL (or DDSL) and may require further referral to and subsequent investigation by a statutory agency (Police and / or Social Care). Parents and carers will normally be informed about any report of abuse, unless we consider that this may place a child at greater risk.

In some cases, where we may need to involve another agency, this may be against the wishes of a child and / or their parents / carers. In such cases, we will explain our reasons for doing so and support them accordingly.

Anonymity
It is important that any child (victim or alleged perpetrator) is safeguarded when an incident of HSB has occurred. We will do all we reasonably can to protect the anonymity of all children involved and will make decisions about sharing information, and with whom, based on the individual circumstances.

We are aware of the potential impact on safeguarding where a victim or alleged perpetrator's identity is exposed and will take all necessary action to prevent this from happening in order to keep children involved safe. Where the use of social media becomes a factor and compromises the safety of any child, we will address this and involve other agencies as appropriate.

Recording incidents
It is essential that we record all reports about HSB within our school, as with any other child protection concern, in line with our Child Protection / Safgeuarding Policy.

Risk Assessment
Following a report of HSB, our DSL (or a DDSL) will carry out risk assessments which will include the following considerations:

- the victim's safety and support needs,
- potential other victims,
- the alleged perpetrator(s) safety and support needs,
- the wider community, including staff and students
- the location and time of the incident, with steps to improve safety in that area, or other areas deemed a risk.

Our risk assessments will include any support and / or arrangements required to protect the education of all children involved. They may be written in collaboration with other involved agencies as appropriate and will be reviewed regularly to ensure they remain relevant and fit for purpose. Wherever possible, the views of the victim, alleged perpetrator, and their parents and carers will be sought and included in the assessment and plan and any subsequent reviews.

In rare circumstances, and as part of our risk assessment process, consideration will be given to whether it is necessary to prevent a pupil from attending on site in order to safeguard them and / or others. In these cases, this is not an exclusion on disciplinary grounds and alternative arrangements for their education will be made.

Safeguarding and supporting a victim
We will assess what short-term and long-term support a child may need to help them manage the immediate aftermath of an incident, and to recover from what they have experienced. A child's existing support network will be central to this work; we will work with other partners as appropriate and in accordance with a child's wishes and, wherever appropriate, in discussion with parents and carers.

Safeguarding and supporting an alleged perpetrator
We understand that perpetrators of HSB may also be victims themselves and will therefore protect and support children who have displayed such behaviours as part of our safeguarding response. We will do this through considering a child's needs, any risks to their safety and what multi-agency responses are needed to support them and their family.

We understand that some children may not realise they have behaved abusively and that they may themselves be victims of previous abuse. We aim to avoid language that may make them feel judged or criminalised and to ensure that any intervention will effectively address the behaviour at the appropriate level of need.
We will carefully consider when to inform an alleged perpetrator(s) about a report of HSB made against them. Where contact with Children's Social Care and / or the police is required, our DSL will speak to those agencies to discuss next steps, including when and how the alleged perpetrator(s) will be informed of the allegations. This will not prevent us from taking immediate action to safeguard children, where required.

We will consider appropriate sanctions using our behaviour policy, and work with a child and their support network to consider measures that may help to address their behaviour.

Information to parents and carers
In line with our child protection procedures, we inform parents or carers about reports of HSB, unless to do so may place a child at additional risk or we are advised not to do so. We seek advice from statutory safeguarding partners as required and based on the circumstances of the individual case. Where we have been advised that parents / carers should not be immediately informed, we will continue to support any child involved, according to their needs. This may be with the support of Children's Social Care and / or the police and any other appropriate specialist agencies.

Ongoing support for children
We will consider what ongoing support children may need, and tailor this on a case-by-case basis, according to the needs of all children involved. Support, where it is required, may include pastoral support, counselling services, provision of a trusted adult or a referral to an external specialist agency. Where other agencies are involved, decisions about support will be made in the context of partnership working, with the needs of the child central to these discussions.

We may also need to provide support to children who have witnessed HSB, or who have otherwise been affected. This will be informed by our risk assessment and our ongoing work.

6. Outcomes

We consider every report of HSB, sexual harassment and sexual violence on a case-by-case basis and decide on appropriate responses. This includes:

Internal management
In some cases, such as one-off incidents of HSB or sexual harassment, we may take the view that it is appropriate for us to manage the situation internally, using the behaviour policy and providing pastoral support, including a targeted educational response, without involving statutory services.

Universal services and community based Early Help assessment
Where statutory intervention is not required or agreed, we may use an early help approach instead. We will work with parents and carers and other relevant partners when following this approach, which can be particularly useful in addressing non-violent HSB and may prevent escalation.

Requests for support to Children's Social Care
Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a request for support to Children's Social Care. We will inform parents and carers of this unless to do so may put a child at additional risk. We will seek advice from other safeguarding partners in individual cases.

If we make a request for support, Children's Social Care will consider whether the children involved need protection or other services. Where statutory assessments are undertaken, we will work with Children's Social Care and other agencies as appropriate.

Where a statutory assessment is not considered appropriate by Children's Social Care, we will consider what other support for the children involved may be required.

Reporting to the police
Where a report of rape, assault by penetration or sexual assault is made, we are required to report it to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. However, the police will take a welfare, rather than a criminal justice, approach.

Where we have made a report to the police, we will consult with them and agree what information can be disclosed to our staff and others, in particular the alleged perpetrator and their parents or carers. We will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, we will work closely with the police and other agencies as appropriate to support all children involved (including potential witnesses). This will help to ensure that any actions we take do not jeopardise a police investigation. Sometimes the police will decide that further action is not required. In these circumstances we will continue to engage with other agencies to support the children involved.

Appendix A: Harmful Sexual Behaviour Self-Audit tool for Education Settings

This self-audit tool is designed to support settings assess the effectiveness of their safeguarding arrangements for child-on-child abuse / harmful sexual behaviour – it is for the individual setting to decide how much information to record, to meet their own needs. Further information on each area of the tool can be found within the main ECC guidance *'Child on Child Abuse - Harmful Sexual Behaviour - guidance for Essex schools and education settings'*.

The self-audit tool is divided into the following sections:

A whole school/setting approach
Legal responsibilities
Policies
RE/RSE curriculum
Pupil voice
Reporting and recording procedures
Communicating safeguarding arrangements
Data collection and analysis
Governance
Designated/Deputy Safeguarding Lead (DSL/DDSL) knowledge and training
Wider staff knowledge and training
Responding to HSB incidents
Sanctions, suspension and exclusion

A whole school/setting approach – key questions	**Comments / supporting evidence**	**Actions identified**
Are there clear messages that HSB including banter/misogyny/misandry is not acceptable and will never be tolerated? How is this communicated to pupils, parents, and staff?		
Do school leaders create a culture of vigilance in eradicating child on child abuse?		
Do staff and pupils feel confident to, and know how to, challenge HSB? How do you know?		
Do pupils feel safe to report concerns? How do you know?		
How does the setting demonstrate that concerns taken seriously?		
How does the setting adopt the approach 'it could happen here' and realise that harmful sexual behaviour is likely to exist within the setting, even if there have been no reports?		
Is the setting alert to issues such as sexism, misogyny, homophobia, and gender stereotypes? Is there a clear culture that these issues are not tolerated?		
Legal responsibilities – key questions	**Comments / supporting evidence**	**Actions identified**
Is the relevant statutory guidance followed within the setting and known and referred to by the DSL? ▪ Keeping Children Safe in Education (DfE, 2026) ▪ Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2026) ▪ Working Together to Safeguard Children (DfE, 2026) ▪ Human Rights Act 1998		

▪ Equality Act 2010 ▪ Public Sector Equality Duty ▪ SET Procedures (ESCB, 2026)		

Policies – key questions	**Comments / supporting evidence**	**Actions identified**
Does your setting have a policy which sets out its approach to child-on-child abuse? *(This may be within a Child Protection / Safeguarding Policy, or a separate Child on Child Abuse / HSB Policy)*		
Are all the elements detailed within Part 5 of Keeping Children Safe in Education (DfE, 2026) included within the policy regarding harmful sexual behaviour?		
Are staff aware of the policy and do they follow it? How do you check this?		
Are your key safeguarding policies published on the school website? *(Do they refer to current statutory guidance and are they up-to-date and within their review period?)*		
What process is place for ensuring safeguarding policies are regularly reviewed (annually)? How do you ensure there is sufficient scrutiny of the content to ensure it is current and meets need?		

RE/RSE curriculum – key questions	**Comments / supporting evidence**	**Actions identified**
Has the school agreed and published its curriculum policy for the delivery of RSHE (Relationships, Sex and Health Education)?		
How do you know the teaching of the RSHE curriculum is effective? How do you test understanding?		

Do staff receive training to enable them to deliver RSHE lessons confidently?		
Is the implementation of the RSHE curriculum appropriately sequenced, resourced, and effective in all year groups?		
How do you teach pupils to keep themselves (and others) safe, including online?		

Pupil voice – key questions	**Comments / supporting evidence**	**Actions identified**
How do you engage with pupils to capture pupil voice, ensuring you reach all groups of pupils, including more vulnerable groups?		
How do pupil views contribute to and shape policies, RSHE teaching and develop practice?		
How do you evidence that pupil voice is heard and responded to and demonstrate how it has influenced aspects of school / setting life?		
Are there adequate arrangements in place to enable feedback to CYP so they feel listened to and so they are aware that their concerns are acted upon?		

Reporting and recording procedures – key questions	**Comments / supporting evidence**	**Actions identified**
What systems are in place to allow pupils to report HSB?		
Do the systems allow pupils to report concerns in a number of ways, such as online, face to face, or making reports for a friend?		
How do you ensure the systems are well promoted, easily accessible and easily understood?		
Are reports responded to in a timely manner?		

Do pupils feel able to identify a trusted adult to listen to their concerns?		
How do you check that pupils feel safe to report concerns and know how to report concerns?		
Are reporting procedures monitored and reviewed to ensure that they are fit for purpose and being used effectively? How does pupil voice feed into this process?		
Are staff aware that a change in a CYP's behaviour could be the only way a pupil communicates an incident, and do they know how to act in this instance?		

Communicating safeguarding arrangements – key questions	**Comments / supporting evidence**	**Actions identified**
What communication systems are in place to inform parents, pupils, and the wider school community about safeguarding arrangements? Are these effective? How do you monitor their effectiveness?		
How do you engage parents in supporting safeguarding arrangements and reinforcing key messages with their CYP at home?		
How do you support parents with keeping their CYP safe?		
How do you reinforce with the setting community how you prioritise safeguarding in your setting, including the management harmful sexual behaviour?		
Are all pupils and parents / carers clear on the reporting process and support available if they have any safeguarding concerns including regarding child-on-child abuse?		

How do you ensure pupils, parents / carers and the wider community are aware of how to escalate concerns if they feel issues are not being recognised or addressed?		
Do staff know how to escalate concerns and are they aware of whistle-blowing procedures?		

Data collection and analysis – key questions	**Comments / supporting evidence**	**Actions identified**
Does the settings gather data on harmful sexual behaviour concerns and incidents?		
How do the systems for recording incidents support data collection?		
Does scrutiny of this data take place at leadership level to ensure there is strategic oversight of harmful sexual behaviour?		
Is your data regularly analysed and reviewed to determine emerging patterns, trends, or vulnerable groups?		
How is the data used to positively influence practice?		
Are there systems in place for regularly reviewing data and its use / outcomes?		

Governance – key questions	**Comments / supporting evidence**	**Actions identified**
How do governors ensure there is strategic oversight of safeguarding and that the response to harmful sexual behaviour and child on child abuse arrangements are effective?		
Is safeguarding a regular item on governing body meeting agendas?		
Do Governors ensure the relevant HSB policy complies with the standards outlined in		

Part 5 of Keeping Children Safe in Education (DfE, 2026)?		
Do governors ensure that the online safety policy / processes, and the filtering and monitoring arrangements comply with statutory standards?		
Does the Governing body / proprietors have regard to Part two and Part five of Keeping Children Safe in Education (DfE, 2026)?		
Do Governors have relevant and regular training to enable them to support and challenge the Headteacher and / or Designated Lead on safeguarding matters, including HSB?		
Do Governors receive regular reports about harmful sexual behaviour, including the number of incidents that have been reported and the action the setting takes?		
Designated/Deputy Safeguarding Lead (DSL/DDSL) knowledge and training – key questions	**Comments / supporting evidence**	**Actions identified**
Has the DSL/DDSL accessed training to understand HSB and be confident in both distinguishing and categorising sexualised behaviour?		
Does the DSL/DDSL understand child on child abuse, including an awareness of the groups of CYP that are more vulnerable to abuse than their peers, such as girls, LGBTQ pupils or CYP with SEND?		
Is the DSL/DDSL familiar with the definitions of sexual violence offences and sexual harassment, and the subsequent actions that should be taken following a report of a particular offence?		

Is the DSL prepared to confidently respond to incidents before they occur?		
Does the DSL take a lead role in each incident of harmful sexual behaviour?		
Has the DSL/DDSL read the relevant guidance and policies in relation to responding to HSB?		
Is the DSL aware of how to respond to incidents of making/sharing nudes and semi-nudes including AI and of the guidance on this issue?		

Wider staff knowledge and training	**Comments / supporting evidence**	**Actions identified**
Do all staff receive regular and relevant training on how to recognise harmful sexual behaviour and how to report it? Has the quality and content of the staff training programme been reviewed to ensure it adequately covers this topic?		
Have staff had training on handling reports/disclosures sensitively?		
Have staff had training on handling reports/disclosures of making/sharing nudes and semi-nudes including AI?		
How do you evidence staff training and their understanding of your policies and procedures?		
How do you check the effectiveness of training and staff understanding?		

Responding to HSB incidents – key questions	**Comments / supporting evidence**	**Actions identified**
How are the needs of the victim and alleged perpetrator kept central to decision making, and how are their wishes respected (as far as possible within the limits of the statutory		

framework), during a response to an incident?		
Do pupils receive timely and appropriate support to meet their needs, and is this reviewed to ensure it is an effective intervention?		
Are risk assessments and safety plans used where advised? Do the CYP, parents/carers and other agencies feed into the risk assessment and safety plan?		
Are the victim and alleged perpetrator kept informed of school/setting actions at each stage of the process?		
Is there a process for reviewing an incident to identify whether work with other pupils or the wider community is required? Does learning feed into practice going forward?		
Is the DSL/DDSL aware of when to report to statutory agencies (police and / or Social Care)? Do they know where to access guidance on when to report?		
Are all incidents recorded appropriately on the CYP's CP file, ensuring all evidence is carefully recorded in case it is required by the police (including the questions asked of CYP and their responses)?		
Do settings make referrals to relevant agencies, such as health agencies or early help agencies, to ensure ongoing support for CYP?		
Do settings follow up with pupils after incidents to ensure the issues are not continuing?		

Sanctions, suspension and exclusion – key questions	**Comments / supporting evidence**	**Actions identified**
Does the setting's Behaviour Policy inform the disciplinary action following HSB incidents?		

Does the setting work within Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement DfE, 2026)?		
Does the school know when to link in with the ECC Education Access Team regarding exclusions and suspensions?		
Does the setting ensure they avoid unlawful 'informal' or 'unofficial' exclusions and suspensions by not asking CYP to stay at home for any period unless they are formally excluded?		

Appendix B: Harmful Sexual Behaviour: Individual Risk Assessment and Safety Plan

Keeping Children Safe in Education DfE, 2026 advises that an immediate risk / needs assessment and / or safety plan (depending on what it is called in each setting) is made following a report of harmful sexual behaviour (HSB). The setting's risk assessment is not intended to replace any detailed assessments from expert professionals. Professional assessments should be used to inform the setting's approach to supporting and protecting their pupils and updating their own risk assessment.

When to call the police - guidance for schools and colleges (National Police Chiefs' Council, 2020). This link contains information on when settings should contact the police. It advises that if the crimes of rape or a serious sexual assault is involved, the police should be contacted immediately.

- Pages 2 to 8 – set out the general principles on when settings should contact the police and how to manage this alongside the setting's processes and policies
- Page 13 – Harassment flow chart. Sexual harassment is included
- Page 14 – Sexual offences flow chart

This individual risk assessment / safety plan template should be used to assess risks for the victim and for the alleged perpetrator. Each child or young person (CYP) will need their own risk assessment / safety plan. The tool should be used immediately after the incident to help inform the response and should be updated as the situation develops and reviewed regularly.

When completing this risk assessment / safety plan, settings will need to consider whether the sexual behaviours displayed are harmful. The NSPCC website page 'Understanding sexualised behaviour in children' provides support for settings to be able to distinguish developmentally typical sexual behaviour from sexual behaviours that are problematic or harmful.

In this document, we use the terms 'victim' and 'alleged perpetrator'. These are widely recognised and understood terms and helpful for the purposes of this guidance. However, it is important that settings are mindful of the language used to describe CYP and that they use appropriate language and terms. It is also important to understand that not all those who have experienced abuse will recognise themselves as a 'victim' and to understand that 'alleged perpetrators' may also be 'victims' of abuse themselves.

The Individual Risk Assessment and Safety Plan has the following sections:

- Child or Young Person's details and risk assessment information
- Incident and response details
- Risk considerations
- Risk factors and protective factors
- Safety plan
- Risk assessment and Safety Plan agreement
- Appendix A: Risk and Protective Factors - examples

- **Child or Young Person's details and risk assessment information**

CYP details	
Name	
Date of birth	

Risk assessment and safety plan details	
Risk assessment and safety plan completed by:	
Agencies contributing to the risk assessment and safety plan: *Include the agency name and worker name*	
Date risk assessment and safety plan completed:	
Date to be reviewed:	
Dates the risk assessment and safety plan has been updated:	

Contextual information about the CYP	
Is the CYP currently known/open to Social Care? Have they previously been known/open? *If yes, please detail the level of involvement: Child Protection (CP), Child in Need (CiN), Child in Care (CiC) or Family Solutions.*	
Does the CYP have a One Plan or EHCP?	
Does the CYP have any health needs, including mental health concerns?	
Are any other professionals involved with the CYP or their family? *If yes, please detail the agency, name of the worker and the worker's role.*	
Who are the CYP's parent/carers and siblings? What is the family background?	

- **Incident and response details**

The incident/behaviours	
Date and time of incident	
Location of incident	
Name and age of the victim	
Name and age of the CYP displaying the harmful sexual behaviour	
Is there a power imbalance between the CYP involved? *For example, is there a difference in: age, maturity, confidence, social status? Does one CYP have a disability or learning difficulty? Was there consent or the possibility of forced consent/coercion?*	
How the incident became known to staff	
Detail of the incident *Include the types of behaviour and language observed/reported. Record any harm caused that you are aware of*	
Has a crime possibly been committed as part of this incident? *See the Common Language Framework (Appendix B) for crime definitions*	*If you have answered yes to this question, you need to seek advice from both the Police and Social Care as part of your response. The seriousness of the potential crime will impact the method you use to contact these Statutory Partners.*
Is this the first time that the CYP has displayed harmful sexual behaviours? *If no, detail the previous incidents/behaviours. Is there a potential pattern of concerning, problematic or inappropriate behaviour? Are there any patterns to the behaviour such as similar times/locations/victims etc*	
Could there potentially be other victims?	
Assessed category for this behaviour	*Normal, inappropriate, problematic, abusive or violent*
Reasoning for assessing the behaviour in the category	

CYP's response to the incident	
How has the CYP responded to the incident? *Capture the CYP's voice here. Consider their behaviour, mental health, whether they reported the incident, their attitude to it etc*	
If applicable, what needs could their behaviour be communicating?	

- **Risk considerations**

Overview of wider risks and concerns for the CYP	
Presenting behaviour	
Dysregulation	
Relationship	
Family dynamic	
Community	
Any other concerns	

Assessment of harmful sexual behaviour risk	
CYP's risk to self	How? -
CYP's risk to/from specific CYP	Who? – How? -
CYP's risk to/from other CYP in the setting	Who? – How? -
CYP's risk to/from staff/adults	Who? – How? -
CYP's risk in the community	Who? – How? -
Does the CYP have any siblings whose risk needs to be considered as part of the setting response?	

Contextual considerations	
Record any known stressors/triggers for the behaviour. *Consider: particular lessons, activities, classes, times of day, peers, staff, activity outside of school etc.*	
Record any risky locations identified. *Consider: Toilets, changing rooms, unsupervised areas of the school etc.*	
Record any risky activities including use of technology.	

Consider: school trips, sports lessons, use of internet, computers, phones etc.	
Record transport arrangements to and from school and associated risks	

Overview of the CYP's wellbeing	
Before the incident	
After the incident	
Are parents/family accessing support for CYP?	

- **Risk factors and protective factors**

Risk factors	
In the CYP	
In the family	
In the setting	
In the community	

Protective factors	
In the CYP	
In the family	
In the setting	
In the community	

Identified issue *Is the presenting behaviour/risk potential or actual?*	**Strategies to reduce the presenting behaviour/risk** *Consider protective factors and current on-going work*	**Agency/adult supporting the strategy**	**Review** *Has the presenting behaviour/risk reduced? Are the strategies effective or do they need amending?*
Example: *Evan is touching his genitals in public spaces where other CYP may witness him*	▪ *Education work – NSPCC Pants* ▪ *Identifying private spaces where Evan can do this* ▪ *Welfare check with CYP who have witnessed the behaviour*	▪ *DSL* ▪ *Parent(s)*	

- **<u>Safety plan</u>**

- **<u>Risk assessment and Safety Plan agreement</u>**

Risk assessment and Safety Plan agreed by and shared with:		
Name	**Role**	**Signature**
	Headteacher	
	Designated Safeguarding Lead	
	Child / Young person	
	Parent / Carer	
	Other agencies	

	Risk Factors	Protective Factors
In the child	▪ Genetic influences ▪ Genetic disposition ▪ Prenatal alcohol exposure ▪ Low IQ ▪ Learning disabilities ▪ Specific development delay or neuro diversity ▪ Communication difficulties ▪ Difficult temperament ▪ Physical illness ▪ Academic 'failure/disappointment' ▪ Low self-esteem ▪ Feelings of isolation ▪ Difficulties with impulse control ▪ Underdeveloped executive functioning skills ▪ Low harm avoidance ▪ Sensation seeking ▪ Difficulties with self-control/regulation ▪ Aggressiveness ▪ Anxiety ▪ Depression ▪ Hyperactivity/ADHD ▪ Early persistent social, emotional and mental health needs ▪ Early substance use ▪ Social disengagement / Retreating coping strategy ▪ Conduct disorder ▪ Favourable attitudes toward drugs ▪ Rebelliousness ▪ Early substance use ▪ Antisocial behaviour ▪ Self-injury ▪ Risk taking behaviours ▪ Risk of knowing or knowing of someone who has completed suicide.	• Secure attachment(s) experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Confident • A positive attitude, optimistic approach to life • Experiences of success and achievement • Faith or spirituality • Capacity to reflect • Ability to self-regulate/self-soothe • Ability to make friends and get along with others • Positive physical development • Good self-esteem • Good coping skills and problem-solving skills • Engagement and connections in two or more of the following contexts: at school/setting, with peers, in athletics, employment, religion, culture • Identity exploration in love, work, and world view • Subjective sense of self-sufficiency, making independent decisions, becoming financially independent • Future orientation • Achievement motivation • Feeling valued
In the family	• Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear boundaries and limitations • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect, maltreatment • Parental or sibling psychiatric illness • Parental or sibling criminality, Substance e.g. drugs & alcoholism or personality disorder • Death and loss – including loss of friendship & pets • Permissive parenting • Parent–child conflict • Inadequate supervision and monitoring	• At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long-term relationship or the absence of severe discord • Responsiveness • Protection from harm and fear • Opportunities to resolve conflict • Adequate socioeconomic resources for the family • Consistent and clear boundaries and limitations implemented and maintained including family that provides structure, limits, rules, monitoring, and predictability • Language-based, rather than physical, discipline • Extended family support

	• Low parental warmth • Parental hostility • Harsh discipline • Low/high parental aspirations for child where the child is experiencing extreme pressure or feel unsupported • Fragile attachments with parents • Leaving home as a result of conflict • Homelessness • Family distress • Leaving institutional/government care (hospital, foster care, correctional facility, etc.)	• Supportive relationships with family members • Clear expectations for behaviour and values • Balance of autonomy and relatedness to family • Behavioural and emotional autonomy • Healthy prenatal and early childhood development • Connectedness to adults in the extended family / family support network
In the setting	• Bullying / abuse including online (cyber) • Discrimination e.g., Racism, misogyny, misandry • Breakdown in or lack of positive friendships • Peer influences towards risk taking e.g., associating/partaking with drug-using peers • Peer pressure • Fragile pupil to teacher/setting staff relationships • Experience of educational setting 'failures' • Low motivation around education setting • Accessibility/ availability • Peer rejection / lack of a sense of belonging/ Interpersonal alienation • Exclusion / Non-attendance • Aggression toward peers • Accessibility/ availability • Lack of positive role models • Low ratio of caregivers to children	• Inclusive practice • Personalised/ tailored curriculum if required • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems • A whole-setting approach to promoting good mental health • Good pupil to teacher/setting staff relationships • Positive classroom management • A sense of belonging • Positive peer influences/ friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to raise concerns about policies and processes, and know they will be dealt with fairly and effectively including risk assessments • Support for early learning • Access to supplementary services to support the child's needs • Stable, secure attachment to childcare provider • Regulatory systems that support high quality of care • Healthy peer groups • Pupil educational setting engagement/ motivation • Positive teacher expectations • Effective classroom management • Positive partnering between educational setting and family • High academic standards • Presence of mentors and support for development of skills and interests

		• Opportunities for engagement within educational setting and community • Positive norms • Physical and psychological safety • Opportunities for exploration in work and setting • Positive adult role models, coaches, mentors
In the community	• Socio-economic disadvantage • Homelessness • Disaster, accidents, war, or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events • Presence of neighbourhood crime • Negative Social Media	• Wider supportive network • Good/stable housing • High standard of living • Opportunities for valued social roles • Range of sport/leisure activities available • Steady employment • Availability of services (social, recreational, cultural, etc) • Access to Technology