



## **Managing Sexual Harassment and Sexual Violence Between Children**

|                  |               |
|------------------|---------------|
| Last Reviewed    | December 2025 |
| Next Review Date | December 2026 |
| Review Calendar  | Annually      |

## Contents

|                                                                                       |    |
|---------------------------------------------------------------------------------------|----|
| <b>SCHOOL AIMS AND VALUES</b>                                                         | 3  |
| Aims                                                                                  | 5  |
| BEHAVIOUR EXPECTATIONS OF PUPILS                                                      | 5  |
| GOLDEN RULES                                                                          | 5  |
| DEFINITIONS                                                                           | 6  |
| Sexual harassment                                                                     | 6  |
| Sexual violence                                                                       | 6  |
| Consent                                                                               | 6  |
| Harmful sexual behaviours                                                             | 7  |
| Child                                                                                 | 7  |
| Alleged perpetrator                                                                   | 7  |
| Victim                                                                                | 8  |
| PREVENTION                                                                            | 8  |
| AWARENESS                                                                             | 8  |
| SUPPORT AVAILABLE IF A CHILD IS HARMED, IS IN IMMEDIATE DANGER OR AT RISK OF HARM     | 9  |
| MANAGING DISCLOSURES                                                                  | 10 |
| CONFIDENTIALITY                                                                       | 11 |
| ANONYMITY                                                                             | 11 |
| RISK ASSESSMENT                                                                       | 11 |
| TAKING ACTION FOLLOWING DISCLOSURE                                                    | 12 |
| See Appendix 1                                                                        | 12 |
| MANAGING THE REPORT                                                                   | 12 |
| <b>Providing Early Help</b>                                                           | 13 |
| Referring to Children's Social Care                                                   | 13 |
| Reporting to Police                                                                   | 14 |
| BAIL CONDITIONS                                                                       | 14 |
| MANAGING DELAYS IN THE CRIMINAL JUSTICE SYSTEM                                        | 14 |
| THE END OF THE CRIMINAL PROCESS                                                       | 15 |
| ONGOING SUPPORT FOR THE VICTIM                                                        | 15 |
| ONGOING SUPPORT FOR THE PERPETRATOR                                                   | 16 |
| DISCIPLINING THE ALLEGED PERPETRATOR                                                  | 17 |
| SHARED CLASSES                                                                        | 17 |
| WORKING WITH PARENTS AND CARERS                                                       | 18 |
| 20. SAFEGUARDING OTHER CHILDREN                                                       | 18 |
| 21. MONITORING AND REVIEW                                                             | 18 |
| 22. POLICY LINKS                                                                      | 18 |
| 23. GUIDANCE AND SUPPORT MATERIALS                                                    | 19 |
| Appendix 1: Sexual Behaviour Continuum                                                | 20 |
| Appendix 2: Risk Assessment for Child-on-Child Sexual Abuse/ Harmful Sexual Behaviour | 21 |
| Appendix 3: SVSH Flow chart                                                           | 23 |

# SCHOOL AIMS AND VALUES

| Resilience                                                                                                       | Empathy                                                                                                                                                                | Scholarship                                                                                                                   | Peace                                                                                        | Excellence                                                                                        | Community                                                                                                                                 | Thankfulness                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                                                                       |                                              |             |                |                                                        |                                                                                    |
| We never give up                                                                                                 | We listen and are listened to.                                                                                                                                         | We respect ourselves and each other.                                                                                          | We move around school quietly and sensibly.                                                  | We always do our best.                                                                            | We look after our school.                                                                                                                 | We are grateful.                                                                                                                                                      |
|                                 | <br> |                                              |             |                |                                                        |                                                                                    |
| To help children to acquire knowledge and skills relevant to adult life and employment in a fast-changing world. | To develop in children the ability to work together with sensitivity to the needs of others.                                                                           | To help children to develop lively enquiring minds, the ability to question and argue rationally and to think for themselves. | To create a warm, welcoming, and secure environment for learning and creativity.             | To develop in children an enthusiasm for learning and the determination to always do their best.  | To help children to develop a responsible and caring attitude towards their school environment, the local community, and the wider world. | To develop the children's self-respect, self-confidence and self-worth and encourage an appreciation of the efforts and achievements of others. To embrace challenge. |
| To ensure our children believe dreams can become reality if we face obstacles with the determination to succeed. | To help our children know when to see with the eyes of another, listen with the ears of another and feel with the heart of another.                                    | To ensure our children have a say in what happens in our school.                                                              | To ensure our children understand how to exercise their rights and personal freedoms safely. | To ensure our children are provided with a broad and balanced curriculum relevant to their needs. | To ensure our children know that our behaviour affects our rights and the rights of others.                                               | To help children to appreciate and respect cultural and religious values reflected in our society.                                                                    |

|                                                                                             |                                                                                                    |                                                                                                        |                                                                                                     |                                                                                                                                          |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
|  Democracy |  Mutual Respect |  Individual Liberty |  The rule of law |  Tolerance of those of different faiths and beliefs |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|

Approved by:

VISION STATEMENT

At Norbury Manor Primary School we strive for all our children to be the best that they can be in an inclusive environment which fosters mutual respect and trust.

Our children are at the centre of everything we do. We want our pupils to:

- Demonstrate a caring and responsible attitude towards others
- Be enthusiastic, independent learners who view the world around them with enquiring minds
- Strive towards excellence with a positive attitude and *make every moment count!*

With the above in mind, this policy is based on advice from the Department for Education (DfE) on:

- [Working Together to Safeguard Children](#). (Dec 2023)
- [Keeping Children Safe in Education](#) (2025)
- [What to do if you're worried a child is being abused - Publications - GOV.UK](#) (2015)
- [DfE Sexual violence and sexual harassment between children in schools and colleges](#)
- [Information Sharing: Advice for Practitioners](#) (2018)
- [DfE Behaviour in Schools guidance](#)
- [Searching, screening and confiscation guidance](#)

It is also based on the [SEND Code of Practice 0 to 25 years](#)

In addition, this policy is based on Legislation

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- [The Equality Act 2010](#)
- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Sexual Offences Act 2003

## ***Aims***

This policy aims to:

- Provide a **consistent approach** to child on child abuse

- **Define** what we consider to be unacceptable behaviour and not dismiss it as banter
- Outline **how pupils are expected to behave**

## ***BEHAVIOUR EXPECTATIONS OF PUPILS***

At Norbury Manor the pupils are encouraged to:

- Develop a 'give it a go' approach.
- Show pride in their achievements.
- Be kind and speak politely to everyone in the school community.
- Consider the health and safety of self and other
- Respect their possessions and those of others.
- Show respect for the school environment and equipment.
- Show respect, consideration and tolerance for others.
- Develop an understanding of the need for rules.
- Ask for help or tell an adult if they are unhappy.
- Accept responsibility for their own behaviour.
- Act without verbal or physical aggression.

These expectations are mirrored in our school Golden Rules which are a part of the School Aims and RESPECT Values.

Pupils are made aware through assemblies, class discussions and PSHE lessons that good behaviour will be rewarded and poor behaviour will not be tolerated under any circumstances.

## ***GOLDEN RULES***

Our golden rules are simple and accessible to all. They are easy to understand and demonstrated in the way members of the school community interact with each other. The golden rules are displayed around the school, referred to regularly and demonstrated in every-day behaviour.

### **Golden Rules**

*We never give up*

*We listen and are listened to*

*We respect ourselves and each other*

*We move around school quietly and sensibly*

*We always do our best*

*We look after our school*

*We are grateful*

# DEFINITIONS

## Sexual harassment

- 1.1 Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.
- 1.2 Sexual harassment includes:
- Sexual comments.
  - Sexual "jokes" and taunting.
  - Physical behaviour, such as deliberately brushing against another pupil.
  - Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

## Sexual violence

- 1.3 Sexual violence refers to the three following offences:
- **Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
  - **Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
  - **Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
  - Harmful sexual behaviours

Sexual violence and sexual harassment can occur online and offline (both physically and verbally), and are never acceptable. All victims should be taken seriously and offered appropriate support. Victims of sexual violence and harassment are likely to find the experience distressing and stressful, and it will, in all likelihood, adversely affect their education.

## Consent

1.4 KCSIE tells us that *Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.*

**The following situations are statutorily clear and do not allow for contrary decisions:**

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

## **Harmful sexual behaviours**

1.5 The term “**harmful sexual behaviour**” is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

It is important to note that harmful sexual behaviours can occur both online and offline, and sometimes simultaneously between the two.

Children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and it is imperative that they are offered appropriate support.

When considering whether behaviour is harmful, take into account the ages and stages of development of the children. Sexual behaviour can be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not). Keep in mind that it is possible for a younger child to abuse an older child, particularly where they have power over them, such as where the older child has disabilities or is small in stature.

The Brooks sexual behaviours traffic light tool can help with making decisions about whether sexual behaviour is harmful or a natural part of healthy development and no cause for concern.

In addition, Simon Hackett’s continuum of sexual behaviours featured in NSPCC’S Harmful Sexual Behaviour Framework can be used to support decision making. **Appendix 1**

## **Child**

1.6 This guidance article refers to anyone under the age of 18 as a ‘child’.

## **Alleged perpetrator**

1.7 For the purposes of this guidance, ‘alleged perpetrator’, and where appropriate ‘perpetrator’, is used to describe a child accused of carrying out sexual violence and/or sexual harassment. It is important to note that any alleged perpetrator is entitled to, and deserves, a different level of support to that which might be provided to an adult alleged to have abused a child.

## Victim

- 1.8 For the purposes of this guidance, the term 'victim' is used to describe children who have been subjected to sexual violence and/or sexual harassment; however, when using the term in a school, school staff should be conscious of the fact that some children may not consider themselves a victim and may not wish to be described this way.

## PREVENTION

In order to prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

## AWARENESS

*Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to college age. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. – KCSiE 2025*

All staff are aware the school has a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children and will never tolerate abuse as "banter" or "part of growing up".

All staff will challenge this type of behaviour to make children aware that such behaviour is not acceptable in the school.

All staff are aware that child-on-child abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff are aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further. Additional barriers to recognising abuse in children with SEND include:

- Assuming that indicators of abuse, such as mood and behaviour, relate to the child's disability.
- Children with SEND being disproportionately impacted by bullying and harassment without showing any outward signs.
- Communication barriers.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

## ***SUPPORT AVAILABLE IF A CHILD IS HARMED, IS IN IMMEDIATE DANGER OR AT RISK OF HARM***

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to Children's Social Care. Within one working day, a Social Worker will respond to the referrer to explain the action that will be taken.

If Early Help, Section 17 (*Child In Need*) and/or Section 47 (*Child Protection*) statutory assessments, under the Children Act 1989, are appropriate, school staff may be required to support external agencies, The DSL and DDSL as required.

Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the Police will be notified, often as a natural progression of making a referral to Children's Social Care. The DSL and DDSLs are aware of the local process for referrals to both Children's Services and the Police.

Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the Police remains. In these cases, the Police will take a welfare approach rather than a criminal justice approach. The school has a close relationship with the local Police force and the DSL and DDSLs will liaise closely with the local Police presence.

Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.

Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL or DDSL.

# ***MANAGING DISCLOSURES***

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of Children's Social Care where necessary. If staff are in any doubt, they will speak to the DSL or DDSL.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or DDSLs as one of the staff members).
- Informing the DSL or DDSLs as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL or DDSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

## ***CONFIDENTIALITY***

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

The DSL and DDSL will consider the following when making confidentiality decisions:

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

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

## ***ANONYMITY***

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

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

## ***RISK ASSESSMENT***

The DSL or DDSLs will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's Data Protection Policy.

See Risk Assessment for Child-on-Child Sexual Abuse/ Harmful Sexual Behaviour in ***Appendix 2.***

# ***TAKING ACTION FOLLOWING DISCLOSURE***

The DSL or DDSL will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved. For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator. For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately. In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

## ***See Appendix 1***

### **MANAGING THE REPORT**

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

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing Early Help
- Referring to Children's Social Care
- Reporting to the Police

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

The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

### **Managing Internally**

In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

### **Providing Early Help**

The school may decide that statutory interventions are not required, but that pupils may benefit from Early Help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

## **Referring to Children's Social Care**

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

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

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

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

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

## **Reporting to Police**

Reports of rape, assault by penetration or sexual assault will be passed on to the Police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to Children's Social Care. The DSL or DDSL will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with Children's Social Care and any appropriate specialist agencies.

The DSL, DDSL and governing board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

The DSL and DDSL will be aware of local arrangements and specialist units that investigate child abuse.

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

## ***BAIL CONDITIONS***

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

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

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

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

## ***MANAGING DELAYS IN THE CRIMINAL JUSTICE SYSTEM***

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

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

## ***THE END OF THE CRIMINAL PROCESS***

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be

substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

## ***ONGOING SUPPORT FOR THE VICTIM***

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

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

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

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

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

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

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

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

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

## ***ONGOING SUPPORT FOR THE PERPETRATOR***

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

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

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

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

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

## ***DISCIPLINING THE ALLEGED PERPETRATOR***

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

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

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

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

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

## ***SHARED CLASSES***

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

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

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

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

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

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

## **WORKING WITH PARENTS AND CARERS**

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

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

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

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

## **20. SAFEGUARDING OTHER CHILDREN**

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

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

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

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

## **21. MONITORING AND REVIEW**

This policy will be reviewed on an annual basis by the DSL in conjunction with the governing board.

**Policy update:** December 2025

**Review Date:** September 2026

## **22. POLICY LINKS**

- Safeguarding and Child Protection Policy
- Antibullying Policy
- Behaviour Policy
- PSHE /RSE Policy
- Online Safety Policy

## **23. GUIDANCE AND SUPPORT MATERIALS**

London Borough of Croydon Taking Action on Sexual Abuse in Schools/Colleges Handbook

Brook Sexual Behaviours Traffic Light Tool can be found here:

[https://www.enhertscg.nhs.uk/sites/default/files/content\\_files/policies/Sexual-Behaviours-Traffic-Light-Tool.pdf](https://www.enhertscg.nhs.uk/sites/default/files/content_files/policies/Sexual-Behaviours-Traffic-Light-Tool.pdf)

DFE guidance on sexual violence and harassment can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

### **Behaviour in Schools**

[Behaviour in Schools](#)

### **Everyone's Invited**

<https://www.farrer.co.uk/globalassets/briefings/everyones-invited-ofsted-report--analysis-and-action-plan-v4.pdf>

### **NSPCC – Harmful Sexual Behaviour Framework**

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



## Appendix 1: Sexual Behaviour Continuum

The NSPCC explains that ‘children’s sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. [Staff] should recognise the importance of distinguishing between problematic and abusive sexual behaviour ... As both problematic and abusive sexual behaviours are developmentally inappropriate and may cause developmental damage, a useful umbrella term is Harmful Sexual Behaviours (or HSB).’ In the NSPCC’s and Research in Practice’s Harmful Sexual Behaviour Framework, harmful sexual behaviours are defined as ‘sexual behaviours expressed by children ... that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child ... or adult.’

Simon Hackett, in the NSPCC’s and Research in Practice’s Harmful Sexual Behaviour Framework, proposes the following continuum model to demonstrate the range of sexual behaviours presented by children. This model is helpful when seeking to understand a student’s sexual behaviour and in deciding how to respond to it.

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

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

## ***Appendix 2: Risk Assessment for Child-on-Child Sexual Abuse/ Harmful Sexual Behaviour***

| CONSIDERATIONS                                                                                                                                                         | RISK (CONSIDER VICTIM, ALLEGED PERPETRATOR, OTHER PUPILS AND STAFF) | RISK LEVEL (HIGH, MEDIUM OR LOW) | ACTIONS TO REDUCE RISK | REVISED RISK LEVEL (HIGH, MEDIUM OR LOW) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------|------------------------|------------------------------------------|
| • What was the nature of the incident?                                                                                                                                 |                                                                     |                                  |                        |                                          |
| • Was it a crime?                                                                                                                                                      |                                                                     |                                  |                        |                                          |
| • Is it necessary to limit contact between the children involved?<br>Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools and colleges. |                                                                     |                                  |                        |                                          |
| • Is there an actual or perceived threat from the alleged perpetrator to the victim and/or others?                                                                     |                                                                     |                                  |                        |                                          |
| • Is either the victim or the alleged perpetrator at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?             |                                                                     |                                  |                        |                                          |
| • Do they share classes?                                                                                                                                               |                                                                     |                                  |                        |                                          |
| • Do they share break times?                                                                                                                                           |                                                                     |                                  |                        |                                          |
| • Do they share transport to/from school?                                                                                                                              |                                                                     |                                  |                        |                                          |

|                                                                                                                                       |  |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? |  |  |  |  |
| • How can such contact be limited?                                                                                                    |  |  |  |  |
| • Is there a risk of harm from social media and gossip?                                                                               |  |  |  |  |

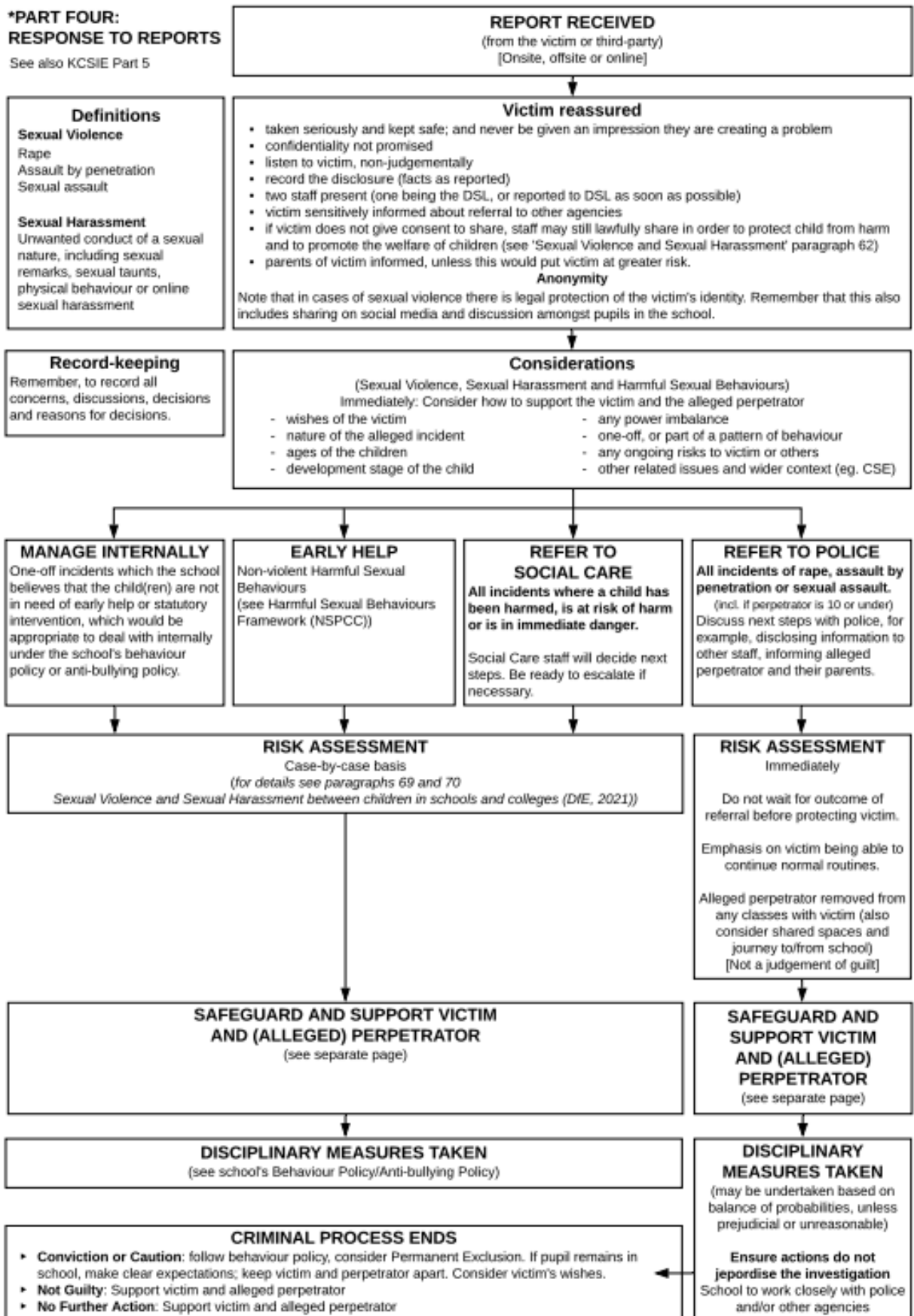
**Further action taken by the school or college:**

| Action                                | YES/NO | Date |
|---------------------------------------|--------|------|
| Police informed                       |        |      |
| Referral to MASH                      |        |      |
| Referral to external support services |        |      |
| Referral to internal support services |        |      |
| Referral to CAMHS                     |        |      |
| Referral to early help                |        |      |
| Other                                 |        |      |

## Appendix 3: SVSH Flow chart

### \*PART FOUR: RESPONSE TO REPORTS

See also KCSIE Part 5



Source:

\*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

SVSH Flow Chart for Schools 2021 v.1.0