

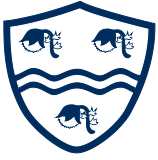


**DARWEN  
VALE**

An Aldridge Community Academy 

# Peer-on-Peer and Harmful Sexual Behaviour Policy 2021

Policy Title:	Peer-on-Peer and Harmful Sexual Behaviour Policy 2021
Version:	1.0
Approval Date:	17/11/21
Date Of Next Review:	17/11/22
Policy Upholder:	David Smalley



DARWEN VALE HIGH SCHOOL

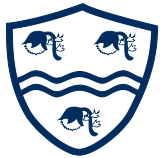
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# Peer-on-Peer and Harmful Sexual Behaviour Policy 2021

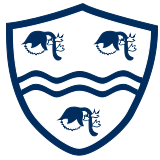
All staff should have access to this policy and Principals must ensure that they have opportunity to read and understand its contents. This is a Trust-wide policy which is tailored by schools. It requires Trust Board approval and to be noted by LGCs.

<b>Version:</b>	1
<b>Trust Board Approval:</b>	17 <sup>th</sup> November 2021
<b>Date of Last Review:</b>	
<b>Date of Next Review:</b>	17 <sup>th</sup> November 2022



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## I. Introduction

This peer-on-peer abuse policy requires that:

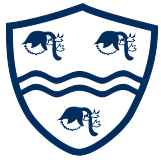
- Staff **must** read the safeguarding and child protection policy and as a minimum at least Part 1 of the most recent version of Keeping Children Safe in Education.
- Darwen Vale High School references the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2016) and the DfE's advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (2018).
- All staff members are to be informed of how to access this policy, as well as the school or college's safeguarding and child protection policy and procedures, behaviour policy and advice from their Local Authority Safeguarding Partnerships.
- All staff members must be kept up to date with any relevant peer-on-peer abuse developments.
- All staff have had training about peer-on-peer abuse and harmful sexual behaviours

## 2. Context

This policy has been developed in accordance with the principles established by the updated Children Acts 1989 and 2004 and related guidance. This includes:

- Keeping Children Safe in Education (KCSIE) DfE (Sept 2021)
- Working Together to Safeguard Children DfE (Dec 2020)
- What to do if you are worried a child is being abused DfE (March 2015)
- Information Sharing Advice for practitioners DfE (July 2018)
- Safer Working Practice for Adults Who Work with Children and Young People in Education Settings (May 2019)
- Sexual violence and sexual harassment between children in schools and colleges DfE (Sept 2021)
- Relationships education, relationships and sex education (RSE) and health education (DfE Sept 2021)
- 'Early years' foundation stage statutory framework (EYFS)' (July 2021)
- Inspecting safeguarding in early years, education and skills settings (August 2021)

Similarly, we have a duty to safeguard vulnerable adults in our adult learning setting and to ensure that our standards of safeguarding never fall below the practice set out in the documents above, whatever the setting.



## 3. Definition of peer-on-peer abuse

**Peer on Peer abuse** is when a young person is exploited, bullied or harmed by their peers who are of the same or similar age, which can also be done online to facilitate, threaten or encourage physical abuse. All staff need to ensure that all inappropriate behaviour between children and young people is challenged. Staff should not downplay certain behaviours as “**just banter**” or “**boys being boys**”, as Ofsted’s review into sexual harassment in schools and colleges (April 2021) showed that this can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people, and a culture that normalises abuse. It is important to understand that even if there are no reports of peer-on-peer abuse in a school or college, this doesn’t mean it is not happening and all concerns need to be reported.

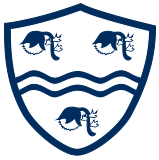
Peer-on-peer abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or prejudice-based violence including, but not limited to, gender-based violence.

Examples of online peer-on-peer abuse would include sexting (or youth produced sexual imagery), online abuse, peer-on-peer grooming, the distribution of youth involved sexualised content, and harassment.

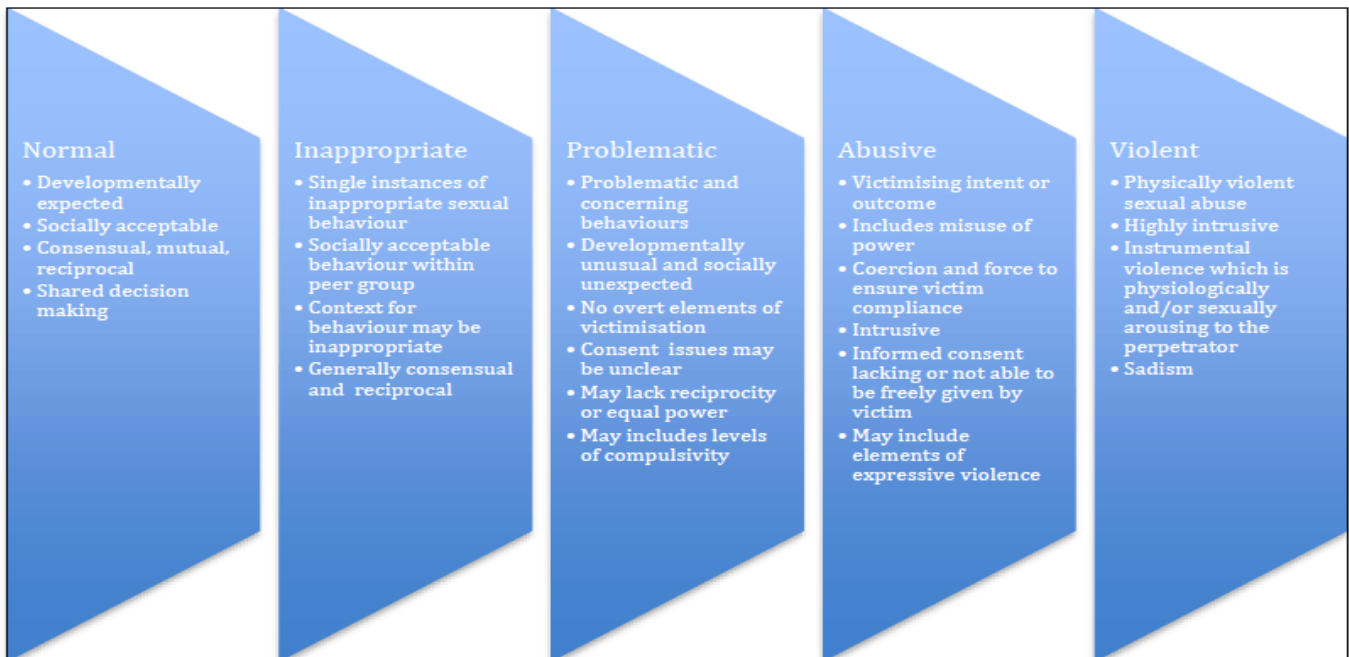
Every member of staff at Darwen Vale High School recognises that learners experiencing peer-on-peer abuse are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children/vulnerable adults from any other risks.

## 4. Ways in which peer-on-peer abuse happens

All behaviour takes place on a spectrum. Understanding where a child’s behaviour falls on a spectrum is essential to being able to respond appropriately to it. When defining harmful sexual behaviours and those that are ‘normal’ and age appropriate, the following continuum<sup>1</sup> has been used as part of this policy:-



## Sexual behaviours across a continuum



©Simon Hackett (2014) "Children and Young People with Harmful Sexual Behaviours"

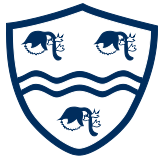
## Other behaviours

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

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

Peer-on-peer abuse usually manifests as one, or a combination, of the following:

- **Bullying:** can take different forms, including cyberbullying, racist and religious bullying and homophobic bullying. It's important to bear in mind that some types of behaviour or communication may constitute a criminal offence

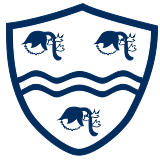


- **Domestic violence:** teenage relationship abuse involves controlling, coercive, threatening behaviour, violence or abuse between intimate partners or family members aged 16 or over. It can be psychological, physical, sexual, financial and/or emotional
- **Child sexual exploitation (CSE):** defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. CSE can be perpetrated by other children. It may have occurred even if the sexual activity appears consensual; for example, if the child is legally old enough to consent but lacks the freedom or capacity to do so. This applies if the child is fearful or under the influence of harmful substances. It does not always involve physical contact – it may occur through the use of technology. It can sometimes be mistaken for ‘normal’ adolescent behaviours. It is important to remember that CSE is never the victim’s fault, even if there is some form of exchange or partial consent.
- **Harmful sexual behaviour:** involves a child engaging in discussions or acts that are inappropriate for their age or stage of development, whether online or offline. It includes sexualised language or role play, viewing pornography, sexual harassment and sexual violence. It also includes ‘sexting’ or ‘youth produced sexual imagery’, whereby a sexually explicit text, image or video is sent or received. It is a criminal offence to take, possess or distribute sexual content of anyone under 18 years of age.
- **Sexual harassment:** unwanted conduct of a sexual nature, which can include sexual comments about another’s body, un-wanted physical contact, interfering with clothing, comments about another person’s sexual experience, sexual “jokes” or taunting including inuendo, sexual name-calling, sexual gestures.
- **Online sexual harassment:** Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Online abuse can take the form of online grooming, sending or receiving of inappropriate images of children, cyber bullying, Revenge Porn and stalking.
- **Sexual violence:** rape, assault by penetration or sexual assault, as defined by the Sexual Offences Act 2003. A child under 13 can never consent to sexual activity.
- **Serious youth violence:** this form of abuse applies to victims aged 1-19 years old who are subject to offences such as violence, sexual offences, robbery, or gun or knife crime. This may occur within the context of gang activity.

## 5. Signs and Indicators

Peer-on-peer abuse is a complex issue and will have varied warning signs. However, staff should be alert to the well-being of students and be aware of the signs and be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Warning signs can include:



- Changes in behaviour or demeanour; for example, a child becoming withdrawn
- Signs of depression or anxiety
- Avoidance of particular individuals
- Unexplained injuries
- Disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected
- Sudden development of sexualised behaviour or language
- Exclusion or isolation from peers
- Acts of extreme compliance
- Failing to attend school
- Experiencing difficulties with mental health and/or emotional wellbeing
- Becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks Suffering from nightmares or lack of sleep or sleeping too much
- Alcohol or substance misuse
- Changes in appearance and/or starting to act in a way that is not appropriate for the child or young person's age
- Abusive behaviour towards others

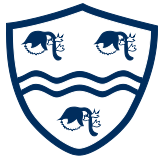
It is important to understand that a child may be experiencing peer-on-peer abuse without showing any signs of harm. Any child can be vulnerable to peer-on-peer abuse due to the strength of peer influence during adolescence, and staff should be alert to signs of such abuse amongst all children and young people and take all concerns raised by third parties seriously – ensuring that they are reported.

Individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an image of a child could be shared, following which they could become more vulnerable to peer-on-peer abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family.

Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse, as well as contextual influences, for example;

- Children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable to peer-on-peer abuse.
- Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers.
- Girls are more susceptible to peer-on-peer abuse than boys and this difference may be due to societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological factors.
- Children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND, and additional barriers can sometimes exist when recognising abuse in children with SEND. These can include assumptions that indicators of possible abuse such as a behaviour, mood and injury relate to a child's presenting need rather than the possibility of them being harmed by others, the potential for children with SEND to be





disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs, which could be due to communication barriers and difficulties.

- Ethnicity, race, religious beliefs and sexual orientation are other indicators why some children are more likely to experience peer-on-peer abuse than others. Studies have also found that black and ethnic minority children are often under-identified as victims and over-identified as perpetrators.
- Boys and young men in gang-affected neighbourhoods.
- Those with a history of abuse within their families
- Children who are looked-after
- Those who have experienced loss through bereavement

## 6. Whole-school/college approach

### The Aldridge Education Trust Board

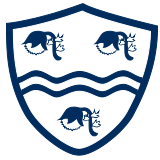
The Aldridge Education Trust Board retains statutory responsibility for ensuring that all legal responsibilities in connection with peer-on-peer abuse and safeguarding are discharged. The Board appoints a Safeguarding Link Trustee to act as the link between the Trustees and Executive team.

### Principal

The Principal will ensure that the policies and procedures adopted by the Aldridge Education Trust Board and Local Governing Committee associated with protecting children/learners are fully implemented, understood and followed by all staff and adhered to at all times.

The Principal will ensure that;

- They address any culture of abuse, of any form, that may develop
- All staff receive appropriate and regular training on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify, and respond to it.
- All staff understand and take seriously all forms of peer-on-peer abuse (no matter how 'low level' they may appear) and that no form of it is ever dismissed as horseplay or teasing, and all incidents reported
- The school or college maintains up to date records of all peer-on-peer incidents which detail all actions taken and interventions put into place
- They consider the school environment and the implications where reports of sexual violence or sexual harassment have been made and the victim(s) and perpetrator(s) attend Darwen Vale High School. Immediate consideration will be given regarding the proximity of the victim(s) and alleged perpetrator(s) during lessons and social times



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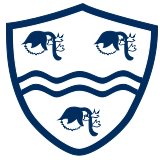


- If rape or assault by penetration is reported by a student at Darwen Vale High School, and the alleged perpetrator(s) also attend the school or college, all parties will be separated from any classes that they share
- Educating children and young people about the nature and prevalence of peer-on-peer abuse, positive, responsible and safe use of social media, and the facts about consent, via RSE and the wider curriculum
- Ensure pupils are taught about what constitutes acceptable behaviour and learn about topics such as healthy and respectful relationships, self-esteem and gender roles.
- Work with governors, senior leadership team, and all staff, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the Darwen Vale High School community
- Create conditions in which all children and young people can aspire to, and realise, safe and healthy relationships fostering a whole-school culture based on the idea that every member of the Darwen Vale High School, community is responsible for building and maintaining safe and positive relationships in which violence and abuse are never acceptable

## Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Lead (DDSL)

The DSL will:

- Act as the central contact point for all staff to discuss all safeguarding concerns
- Respond to cases of peer-on-peer abuse promptly and appropriately
- Maintain up to date records of all peer-on-peer incidents which detail all actions taken and interventions put into place, so that they can spot and address any concerning trends and identify students who may be in need of additional support
- Coordinate specific safeguarding actions for individual children and young people where peer-on-peer abuse has been identified, ensuring that this is shared with all relevant external agencies (where applicable)
- Liaise with other agencies and professionals in line with 'Working Together to Safeguard Children'.
- Ensure that locally established procedures are followed and make referrals to other agencies, including Early Help, Local Authority referral agencies and the police as necessary.
- Represent, or ensure the school or college is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences).
- Consider the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment
- Review the support in place for both victims and perpetrators, including how you protect anonymity where appropriate. Perpetrators may need help to understand the implications of their behaviour
- Consider the wider context of both the victim and perpetrator to build a picture of why the abuse may be occurring



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- Liaise with the three local authority safeguarding partners and work with other agencies in line with Working Together to Safeguard Children and the NSPCC – “When to call the police guidance”, in order to understand when they should consider calling the police, and what to expect when they do.
- Ensure all staff access appropriate peer-on-peer abuse training and relevant updates in line with the recommendations within KCSIE (2021).

## Local Governing Committee (LGC)

The LGC has read and will follow KCSIE 2021, as well as the recommendations made from the Ofsted review on sexual harassment in schools and colleges, and will provide independent advice and oversight to the school or college.

The LGC has nominated a governor for safeguarding named on the front of this document. The nominated governor will undertake independent oversight of the school or college’s management of peer-on-peer abuse, as well as other safeguarding matters.

## Members of Staff

All members of staff have a responsibility to:

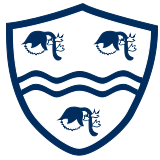
- Ensure that all children and young people are able to develop appropriate strategies to recognise and respond to peer-on-peer abuse
- Identify and recognise children and young people who may be in need of extra help, who are suffering, or are likely to suffer peer-on-peer abuse
- Report all concerns to the DSL/DDSLs via the school or college’s reporting system
- Maintain an attitude of ‘it could happen here’ where peer-on-peer abuse is concerned, and to always act in the best interests of the child or young person – whether they are the victim or the perpetrator
- Respond to and refer any concerns about children or young people’s behaviour or treatment within the community where it is believed that they are involved in peer-on-peer abuse as a victim or a perpetrator
- Contribute to a positive environment which allows children and young people to feel able to share their concerns openly, not be judged, and be listened to
- Contribute towards, read and adhering to the school or college’s relevant policies.

**The welfare and safety of children and young people are the responsibility of all staff at Darwen Vale High School and ANY concern for their welfare MUST always be reported to the Designated Safeguarding Lead or DDSL.**

## Children, young people and learners

Children and young people have a responsibility to:

- Understand and adhere to (at a level appropriate to their age and ability) the school’s peer-on-peer abuse and safeguarding policies and procedures



- Seek help from a trusted adult if things go wrong, and support others that may be experiencing peer-on-peer abuse
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

## Parents and Carers

Parents and carers have a responsibility to:

- Read Darwen Vale High School policies and procedures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss peer-on-peer issues with their child/ren, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour which could indicate that their child/ren is at risk of, or experiencing peer-on-peer abuse – including online
- Seek help and support from the school, college or other appropriate agencies, if they or their child/ren encounters any peer-on-peer abuse.

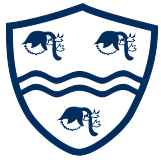
## 7. Responding to concerns or allegations of peer-on-peer abuse and sexual harassment

### General principles

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

Any response should:

- Include a thorough investigation of the concern(s) or allegation(s), and the wider context in which it/they may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident(s), it may be appropriate for the police and/or children's social care to carry out this investigation
- Treat all children and young people involved as being at potential risk – while the child or young person allegedly responsible for the abuse may pose a significant risk of harm to others, they may also have considerable unmet needs and be at risk of harm themselves. Darwen Vale High School will ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning may be required for the latter
- Take into account that the abuse may indicate wider safeguarding concerns for any of the children or young people involved, and consider and address the effect of wider sociocultural contexts – such as their peer group (both within and outside of school or college); family; the



school or college environment; their experience(s) of crime and victimisation in the local community; and the child/children's online presence

- Consider what changes may need to be made to these contexts to address the child or young persons' needs and to mitigate risk
- Ensure that the DSL assesses the suitability of discussing the action steps with the child or young person(s) involved and their and their parent or carers (unless it is considered unsafe to do so or an immediate referral needs to be made to children's social care) in order to obtain consent to any referral before it is made
- Manage the child or young persons' expectations about information sharing, and keep them and their parent/carers informed of developments, where appropriate and safe to do so.
- Take into account the wishes of any child or young person who has allegedly been abused, and give them as much control as is reasonably possible over decisions regarding how any investigation will be progressed, and how they will be supported.

## 8. Multi-agency safeguarding arrangements

Darwen Vale High School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2020). The DSL will discuss the concern(s) or allegation(s) with the agency and agree on a course of action, which may include:

### **Manage internally with help from external specialists where appropriate and possible:**

Where the alleged behaviour between peers is abusive or violent, a referral to children's social care will need to be made. Where the behaviour between peers is 'inappropriate' or 'problematic' – as per the harmful behaviours continuum - and support from local agencies is not available, school or college may need to handle concerns or allegations internally. In these cases, Darwen Vale High School will engage and seek advice from external specialists.

### **Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of the child/children and their family:**

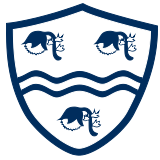
These services may, for example, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, a specialist harmful sexual behaviour team, CAMHS and/or youth offending services.

### **Refer the child/children to children's social care for a section 17/47 statutory assessment:**

Where a child or young person is suffering, or is likely to suffer from harm, a referral to children's social care (and, if appropriate, a report to the police) needs to be made immediately to the local authority where the child or young person lives. This needs to be done for both the victim and the alleged perpetrator. Depending on the safeguarding procedures issued by the Local Safeguarding Partnership in that area, there will normally be an initial review and assessment of the referral, in accordance with that area's assessment framework

### **Report alleged criminal behaviour to the police:**

Alleged criminal behaviour will ordinarily be reported to the police unless there are circumstances where it may not be appropriate to report such behaviour. All concerns or allegations will be discussed with children's social care and assessed on a case by case basis.



## Risk Assessments:

The school or college will always carry out a risk assessment for:

- Any child or young person who is alleged to have behaved in a way that is considered to be abusive or violent,
- Any child or young person who has reportedly been abused or affected by the alleged abusive or violent behaviour by another child or young person,
- Any child or young person who may be at risk due to the alleged abusive or violent behaviour by another child or young person as deemed appropriate by the DSL.

Where it is alleged that a child or young person has behaved in a way that is considered to be inappropriate or problematic (as opposed to abusive or violent), the DSL will use their professional judgment – based on the particular concern(s) and/or allegation(s) raised, and the needs and circumstances of the individual child/children in question – to determine whether (as explained above) it would be appropriate to contact children's social care, and to carry out a risk assessment.

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

Appendix A is a template risk assessment that can be used to assess the risks to the children involved in an incident of peer-on-peer abuse

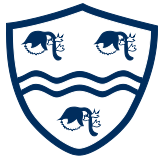
## 9. Disciplinary Action

The school or college may wish to consider whether disciplinary action may be appropriate for any children or young people involved. However, if there are police proceedings underway, or there could be, it is critical that the school or college works in partnership with the police and/or children's social care. Where there is no involvement from the police and/ or children's social care, the school or college will still need to consider what is the most appropriate action to take to ensure positive behaviour management.

Disciplinary action may sometimes be the most appropriate course of action to:

- Ensure that the child/children and young people involved take(s) responsibility for and realise(s) the seriousness of their behaviour;
- Demonstrate to those involved, and others, that peer-on-peer abuse can never be tolerated, and
- Ensure the safety and wellbeing of other children and young people at Darwen Vale High School.

However, these considerations must be balanced against any police investigations, the child's or young person's own potential unmet needs, and any action or intervention planned regarding safeguarding concerns.



Before deciding on appropriate action, the school or college will always consider its duty to safeguard all children and young people in its care from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it. Darwen Vale High School will, where appropriate, consider the potential benefit of using managed moves or exclusion as a response to the peer-on-peer abuse incident.

Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children and young people in the school or college. Engaging in Fair Access Panel processes to assist with decision-making associated to managed moves and exclusions can also be beneficial. In the event of any managed move, consideration must be given to sharing information with the receiving school regarding the peer-on-peer abuse in order to allow best protection of the children and young people in the new school or college.

Disciplinary interventions alone are rarely able to solve issues of peer-on-peer abuse, and Darwen Vale High School will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards, as set out above.

## 10. Staff induction, awareness and training

All members of staff will be given a copy of Part 1 of the "Keeping Children Safe in Education" (2021) which covers Safeguarding information. Leaders will read the entire document. Leaders and all members of staff who work directly with children and young people will access Annex A within Keeping Children Safe in Education 2021.

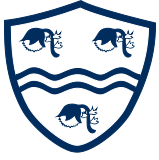
All staff members will receive appropriate peer-on-peer abuse training which will enable them to:

- Recognise potential peer-on-peer abuse concerns involving children and young people
- Respond appropriately to peer-on-peer issues and take action in line with this policy
- Record concerns in line with the school policies
- Refer concerns to the DSL and be able to seek support external to the school or college if required

The DSL will provide a safeguarding update to the LGC at each termly meeting which details the number of peer-on-peer abuse incidents that have been reported and managed. The DSL will also report any and all peer-on-peer abuse training for staff or groups of staff to the LGC.

## 11. Alternative provision (AP) and Managed Move placements

Schools and colleges are responsible for the safeguarding of their pupils/students when they are placed in an alternative provision. Schools and colleges should ensure that a risk assessment is completed for



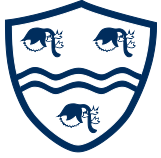
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each pupil/student going to alternative provision or a managed move placement where there have been, or are concerns about peer-on-peer abuse.





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## Appendix A

### Peer-on-peer abuse: risk and needs assessment

The aim of this template risk assessment is to help assess the risk to the child/ren involved in an incident of peer-on-peer abuse, which includes risks involving harmful sexual behaviours.

It also meets the recommendations set out in s. 441 – 447 of Keeping Children Safe in Education 2021 (KCSiE)

#### How to use the template

- The children involved are defined as ‘Child A, Child B’, etc, rather than being defined as ‘victim’ and ‘perpetrator’. This is because you should avoid assigning guilt until a formal investigation has been conducted by the appropriate authorities.
- Consider each question/consideration from the perspective of both pupils, and be sure to do this in collaboration with them. Also consider the impact on, and needs of, the wider school community, and record any concerns or actions in the most appropriate column.
- Work with your local safeguarding partnership team when conducting this risk assessment, and update it in response to any advice they provide. Some of the prompts may require input from other agencies. Add specific questions and considerations based on the nature of each incident and on the advice provided.
- Keep track of the changes you make:
  - Create a new copy of the document
  - Update the version number at the top of the risk assessment



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- Record what has changed in the update log (at the end of the document)
- Save the most recent version of the risk assessment in the appropriate places (for example, the child’s safeguarding file)
- This should be a live document – you may need to update it as often as daily based on conversations with, and feedback from, the children and parents involved, feedback from staff, guidance from the local safeguarding partnership team, or information from the police and children’s social care.

**Risk Assessment – Version [INSERT NUMBER]**

**Date:**

**Completed by:**

Area of Risk	Considerations	Child A	Child B	Child C	Notes	Actions
<p>Details of the incident:</p> <p>Record details of the incident from the point of view of the children involved</p>	<ul style="list-style-type: none"> <li>• How serious is the incident? Was it a crime?</li> <li>• How many children are involved? [Add a column for each child]</li> <li>• Do we need to make arrangements to limit contact between the children involved, other than keeping them a reasonable distance apart on school premises including at before and after-school activities? (If the allegation relates to rape, assault by penetration, or sexual</li> </ul>	<p>Complete details for each child based on the considerations</p> <p>Ensure that their name and year group are included</p>			<p>Use this column to record additional information that may be relevant</p> <p>For example, previous, unrelated behaviour incidents</p>	<p>Who, What, When?</p>

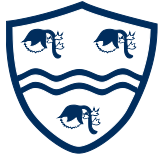


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	<p>assault, the answer is automatically yes)</p> <ul style="list-style-type: none"> <li>• How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident?</li> <li>• Did the incident take place within a consensual intimate relationship between the children?</li> <li>• Are there any related issues, including links to child sexual exploitation and/or child criminal exploitation?</li> </ul>					
Area of Risk	Considerations	Child A	Child B	Child C	Notes	Actions
Social Risks:	<ul style="list-style-type: none"> <li>• Do the children involved share a peer group? Are people in their friend group likely to take sides?</li> <li>• Do they all attend your school?</li> <li>• Do other people know about the incident?</li> <li>• Do those people understand – who they can talk to if they have</li> </ul>					



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	<p>concerns about the people involved, or their own safety?</p> <ul style="list-style-type: none"> <li>- The importance of confidentiality</li> <li>- If and how they may need to be involved in any further investigation</li> <li>- Are they likely to be the subject of gossip, bullying or further harassment?</li> </ul> <ul style="list-style-type: none"> <li>• Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)?</li> <li>• Do they risk being alienated from their friendship group as a result of the incident?</li> </ul>					
<b>Area of Risk</b>	<b>Considerations</b>	<b>Child A</b>	<b>Child B</b>	<b>Child C</b>	<b>Notes</b>	<b>Actions</b>
Physical Risks	<ul style="list-style-type: none"> <li>• Do they feel, or continue to feel, physically threatened by the other child/ren?</li> <li>• Do you have reason to believe there is a</li> </ul>					

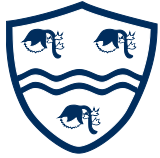


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	<p>continued risk to the safety and wellbeing of the child/ren involved, or other pupils and staff?</p> <ul style="list-style-type: none"> <li>• Is either party at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)</li> <li>• Do they share classes/break times/etc.?</li> <li>• Are they likely to come into contact with each other (or others involved in the incident) outside of school?</li> <li>• How can such contact be limited?</li> </ul>					
<b>Area of Risk</b>	<b>Considerations</b>	<b>Child A</b>	<b>Child B</b>	<b>Child C</b>	<b>Notes</b>	<b>Actions</b>
Environmental Risks	<ul style="list-style-type: none"> <li>• Do they live in a home where violence or abuse has occurred?</li> <li>• Do they live in or near an area or location known to police to be high risk for sexual harassment or assault?</li> <li>• Are they active on social media? If so, how? Do</li> </ul>					



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	<p>they know how to protect themselves from online grooming?</p> <ul style="list-style-type: none"> <li>• What activities do they take part in outside of school?</li> <li>• Are parents clear about:             <ul style="list-style-type: none"> <li>- How the school, and other agencies, are handling the incident?</li> <li>- Confidentiality?</li> <li>- The conduct expected of them while an investigation is ongoing?</li> </ul> </li> </ul>					
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Date(s)	Updates made	Child/ren involved; Child A, B, C	Reasons for updates	Updates made by
	E.g. "Updated lunchtime arrangements"		E.g. "Feedback from Child A"	