RAVENSCOTE JUNIOR SCHOOL

CHILD-ON-CHILD ABUSE POLICY
Including Harmful Sexual Behaviours, Sexual Violence and Sexual Harassment

2026 - 2027

Date of Approval		Date of Review	
September 2026		**September 2027**	
Signed	**Amy Wells** **Head Teacher**	**Signed**	**Emily Gibson** **Chair of Governors**



Ravenscote Junior School
Child-on-child Abuse Policy

Safeguarding is everyone's responsibility.

At Ravenscote Junior School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

We are alert to the signs of abuse and neglect and follow our procedures to ensure children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

We follow the Surrey Safeguarding Children Partnership's (SSCP) procedures and have a number of policies and procedures in place which contribute to our safeguarding commitment, including our Child Protection and Safeguarding Policy. A copy of this policy is available on our website. We actively support the government's Prevent agenda.

Introduction
This policy has been developed in accordance with the principles established by the government's 'Keeping Children Safe in Education' 2026 (KCSIE), Working Together to Safeguard Children 2026 and Surrey Safeguarding Children Partnership (SSCP) Procedures. It is underpinned by evidence-based research of Farrier and Co's 'Child-on-child Abuse Toolkit' (2019 and updated July 2021).

The Local Advisory Committee, takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

This policy applies to all members of staff and governors in the school.

Policy Purpose

Children may be harmful to one another in a number of ways which would be classified as Child-on-child abuse. The purpose of this policy is to explore and understand the many forms of Child-on-child abuse, including sexual violence and sexual harassment, and include a planned and supportive response to incidences.

A further purpose is to ensure Child-on-child abuse is responded to appropriately and effectively through staff and governors having a full understanding of Child-on-child abuse, including sexual violence and harassment; in particular that children's experiences of Child-on-child abuse and violence are unlikely to be isolated events, as they can often be linked to other events that are happening in their lives and spaces in which they spend their time. Any response to Child-on-child abuse, therefore needs to consider the range of possible types of Child-on-child abuse and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach. We recognise that child-on-child abuse is a safeguarding issue for both the child who has experienced the abuse and the child who has displayed the behaviour, and that early identification and intervention can help prevent escalation.



It is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. It is important to consider the forms abuse may take and the subsequent actions required.

We recognise that children are capable of abusing other children and their peers and that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Positive Behaviour Policy and our Child Protection and Safeguarding Policy and in line with KCSIE (2026).

Policy Aims

To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners in response to sexual violence and sexual harassment between peers.

To support the child's development in ways that will foster security, confidence and independence.

To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties, believing they will be effectively listened to.

To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of sexual violence and sexual harassment between peers.

To enable the school to effectively contribute to Early Help/Family Help, assessments of need and support for those children.

To provide a systematic means of monitoring children known or thought to be at risk of harm of sexual violence and sexual harassment, and ensure we, the school, contribute to assessments of need and support packages for those children.

To emphasise the need for good levels of communication between all members of staff.

To provide robust school systems and procedures that are followed by all members of the school community in cases of suspected sexual violence and sexual harassment.

To develop and promote effective working relationships with other agencies, in particular Early Help/Family Help providers, the Police, Health and Social Care.

We comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.

What is Child-on-child Abuse?

For these purposes, Child-on-child abuse is any form of inappropriate behaviours between children that are abusive in nature including physical, sexual, emotional and financial abuse, exploitation, harmful sexual behaviour, sexual harassment, all forms of bullying, coercive control, abuse within intimate personal relationships, hate incidents, discriminatory behaviour, racism, faith targeted abuse, misogyny, misnadry or hazing/initiation rituals exercised between children and young people, both on and offline. This includes physical assault or threats involving weapons, and the creation, sharing or distribution of nudes or semi-nudes, including AI-generated or manipulated images. It can be a one-off incident or a series of incidents involving the same children. It can happen between any number of children, and can



affect any age group. It can occur online, in person, directly or indirectly, in school or out of school, and between children of the same or different ages and across different schools. It can be harmful to the children who display it as well as those who experience it.

Research suggests that Child-on-child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different.

Types of Child-on-child abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. Physical abuse can also include threats of harm involving weapons or the possession or use of weapons. There may be many reasons why a child harms another and it is important to understand why a child has engaged in such behaviour - including accidently - before considering the action or consequence to be undertaken.

Bullying

Bullying is behaviour by an individual or group, several times on purpose, that intentionally hurts another individual or group often aimed at certain groups, for example race, religion, gender or sexual orientation.

Bullying can take many forms including:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying
- Racism
- Faith-targeted abuse
- Prejudice-based bullying
- Discriminatory bullying

Many experts say that bullying involves an imbalance of power between peers. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay, it can also lead to reluctance to report other behaviour. (Preventing and Tackling Bullying July 2017)



Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. We recognise that bullying can occur in many forms, including face-to-face and online. Also, that it can involve sexual violence and sexual harassment. It can occur between individuals, between groups and between those in intimate relationships.

We keep a record of known bullying incidents which is anonymously shared with, and analysed by the governing body. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will also consider child protection procedures.

PSHE regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

Online Abuse/ Cyberbullying

Cyberbullying is bullying that takes place online or through digital technology, including through messaging, social media, online gaming and other digital platforms. It may include threatening, harassing, humiliating or intimidating behaviour, exclusion, sharing harmful content or encouraging others to target a child.

Online abuse may constitute a criminal offence in some circumstances. Where there are concerns that a child may be at risk of significant harm or that a criminal offence may have been committed, the DSL will consider whether a referral to the police or other appropriate agency is required.

Any incident involving the making, sharing or possession of nudes or semi-nudes, including AI-generated sexual images, will be treated as a safeguarding concern. Staff must not view, copy, save, print, share or forward the imagery, or ask a child to send or download it. The concern must be reported to the DSL/DDSL immediately, who will consider the appropriate safeguarding response, including whether a referral to the police or other agencies is required.

Children may experience or perpetrate abuse online through social media, messaging, gaming and other digital platforms. This may include cyberbullying, abusive or harassing messages, sexual harassment, misogynistic or misandrist behaviour, sharing harmful or humiliating content, non-consensual sharing of nudes or semi-nudes, or the creation or sharing of AI-generated sexual images. Online abuse may also facilitate or form part of abuse taking place offline.

The school has an Online Safety Policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents. We follow the 'Teaching Online Safety in School Guidance' supporting schools to teach their pupils how to stay safe online, within new and existing school subjects (Teaching Online Safety in Schools, January 2023) to guide practice.

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety officers are Mrs Sophie Spooner and Mrs Hannah Burrows, who report to the Designated Safeguarding Lead, Mrs Natalie Butcher, who is also an online safety officer.



The school works in partnership with parents in order to engage them in online safety measures for their children.

The governing body ensure that appropriate filters and monitoring systems are in place. Government supported online safety websites provide information to support governing bodies to keep children safe online (including when children are at home).

Children are taught about their "digital footprint" which allows others to make judgments about them based on their online posts.

Children and staff are aware that they should report any concerns relating to online Child-on-child abuse.

Prejudiced-based and discriminatory behaviour
The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society. This may include racism, antisemitism, faith-based prejudice, disability-related prejudice, homophobia, biphobia, transphobia, misogyny, misandry, homelife (for example in relation to issues of care, parental occupation, poverty and social class) and other discriminatory or identity-based abuse.
Abuse can be motivated by real or perceived differences. Such behaviour may constitute a safeguarding concern and will be considered in the context of the child's welfare, vulnerability and the impact of the behaviour.

Harmful Sexual Behaviour
Harmful sexual behaviour (HSB) is an umbrella term used to describe sexual behaviour by children which is inappropriate, problematic, abusive or violent for their age or developmental stage. It can occur online, face-to-face or both.

Sexual behaviour exists on a continuum and may range from developmentally expected behaviour to inappropriate, problematic, abusive or violent behaviour. The age, developmental stage, power imbalance, vulnerability and circumstances of the children involved will be considered when assessing behaviour.

HSB will always be considered within a safeguarding context. Children who display harmful sexual behaviour may themselves have experienced abuse, trauma or exposure to harmful sexual behaviour or materials and should be appropriately supported alongside protecting other children.

Early identification and intervention, including challenging misogyny, sexism and inappropriate sexualised behaviour, can help prevent escalation.

Sexual abuse
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration whether that is with part of a person's body or an object (for example, rape or assault by penetration) and non-penetrative acts such as masturbation, kissing, rubbing and touching over clothing. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline and technology can be used to facilitate



offline. Sexual abuse is not solely perpetrated by adult males. Females can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

Sexually harmful behaviour from a child is not always contrived or with the intent to harm others.

There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards.

Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role-play, to sexually touching another, sexual assault, abuse or violence.

Children can experience sexual abuse from a peer in a wide range of settings, including at school, at home or in someone else's home, in public spaces and online. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual Violence and Sexual Harassment

Children who are experience sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; it is important that they are all taken seriously and offered appropriate support.

Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2026). We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

As children develop healthily, it's normal for them to display certain types of sexualised behaviour. It's important that adults who work or volunteer with children can identify if any sexualised behaviour has become harmful or abusive, and respond proportionally to keep all the children involved safe. It is as equally important that all staff see abuse as abuse and understand that it should never be tolerated or passed off as 'banter' or 'part of growing up'.

Sexual violence – refers to specific sexual offences under the Sexual Offences Act 2003 as described below rape; assault by penetration; sexual assault and causing someone to engage in sexual activity without consent (KCSIE 2026).

Sexual violence can occur inside and outside of school. Below are examples of sexual violence taken from the government's sexual offences list under the Sexual Offences Act 2003/14. Sexual consent for primary school aged children: a child under the age of 13 can never consent to any sexual activity.

- 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. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Sexual harassment – 'unwanted conduct of a sexual nature' which can occur both online and offline and inside and outside of school. In this context it specifically relates to child-on-child sexual harassment. Such behaviour can: violate a child's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive or sexualised environment. (KCSIE 2026).

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes
- Voyeurism (also known as Up skirting) is a criminal act in the UK (2019). The response to this in schools need to be the same as Child-on-child sexual abuse and may including contacting the police. The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to those wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders." It is a criminal offence. Anyone of any gender can experience voyeurism.
- displaying pictures, photos or drawings of a sexual nature
- sexualised online bullying
- online sexual harassment.
- sharing nudes and semi-nudes
- unwanted sexual comments and messages, including on social media; sexual exploitation; coercion and threats
- sharing of unwanted explicit content
- hazing or initiation, which is any activity expected of someone who is seeking membership to a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate. It can occur online or in-person.

The school considers sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.



School will consider when any of this crosses a line into sexual violence. The DSL will usually lead the school's response, and the DSL may seek further advice from C-SPA.

Sharing nudes and semi nudes
The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of nude or semi-nude photos, videos and live streams, consensual and non-consensual. Such imagery involving anyone under the age of 18 is unlawful and can present significant safeguarding risks.

Sharing nudes and semi-nudes refers to images and videos where:

- A child under the age of 18 creates and shares nude or semi-nude image or video of themselves with another child under the age of 18.
- A child under the age of 18 shares nude or semi-nude image or video created by another child under the age of 18 with a peer under the age of 18 or an adult.
- A child under the age if 18 is in possession of a nude or semi-nude image or video created by another child under the age of 18.
- An image has been digitally altered or generated using technology, including AI, to create a nude or semi-nude image of a child.

A child may take, send, receive and send on inappropriate images due to peer-pressure; risk taking; because they have not considered the consequences; as they have been intimidated or threatened by someone, as an act of revenge, as a result of being tricked, coerced or blackmailed; or when images have gone 'viral'.

All incidents involving the making or sharing of nudes or semi-nudes will be treated as safeguarding concerns and responded to proportionately. This applies whether the sharing is consensual or non-consensual. The response will take account of the age and developmental stage of the children involved, the circumstances of the incident, their understanding of consent, and any indicators of coercion, pressure, abuse, exploitation, grooming or vulnerability. All incidents must be reported to the DSL or a DDSL immediately. Staff must not view, copy, save, print, forward or otherwise share the imagery, or ask a child to send or show it to them. Staff should not delete the imagery or ask the child to do so. The DSL will manage the response in line with current statutory guidance, local safeguarding procedures and the school's safeguarding procedures.

Where there are concerns that a child has been sexually abused, exploited or groomed, or where there are other aggravating or abusive factors, the DSL will consider referral to children's social care and/or the police in accordance with local safeguarding procedures.

The school will ensure that children involved are treated with dignity and sensitivity and are not blamed or shamed. Appropriate support will be provided to children affected, including consideration of the impact on their emotional wellbeing, relationships, safety and education. All incidents and decisions will be recorded appropriately.

Indicators
Physical indicators include:
- bruising
- bleeding
- discharge
- pain or soreness in the genital or anal area



- sexually transmitted infections
- pregnancy at a young age can also be an indicator of sexual abuse

Emotional and behavioural indicators include:

- being afraid of and/or avoiding a particular person
- having nightmares or bed-wetting
- being withdrawn
- alluding to 'secrets'
- self-harming
- running away from home
- developing eating problems
- displaying sexualised behaviours or having sexual knowledge
- misusing drugs or alcohol

Children may not disclose that they are or have experienced child on child sexual violence or sexual harassment. This may be due to a variety of reasons, some of which are listed below:

- embarrassment
- believe the peer to be a friend
- not wanting to get the peer into trouble
- not wanting to be known as a 'snitch'
- fear of consequences of telling
- not realising that they are experiencing sexual violence or harassment due to it be normalised in society, being told that it is 'banter' or it is normal in the child's life
- not knowing whom to talk to
- not having the language to communicate or worries
- not having the skills to communicate their experiences or worries

Prevention/Protection from Sexual Violence and Sexual Harassment

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that those that have experienced these are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is recognised that they will likely find the experience distressing, particularly if the perpetrator(s) is visible to them each day, and will be supported in school. It is also important that other children and school staff are supported and protected as appropriate.

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Staff know the indicators of Child-on-child abuse even if not reported, and understand the importance of challenging inappropriate behaviours between peers and knowing that not doing so creates an unsafe environment and leads to a culture that normalises abuse. Staff also understand that abuse takes place in school, out of school, including online.

All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.



All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of school.

All staff, but especially the DSL and DDSLs will consider whether children are at risk of sexual violence and sexual harassment between children in their families.

All staff acknowledge that working in partnership with other agencies protects children and reduces risk and so engage in partnership working to protect and safeguard children.

Whilst the school will work openly with parents as far as possible, it reserves the right to contact Children's Services or the police without notifying parents if this is believed to be in the child's best interests.

All staff receive regular information about the school's safeguarding arrangements, the school's safeguarding statement, Staff Behaviour Policy (Code of Conduct), Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026 (KCSIE).

All staff and governors receive annual training that relates to Child-on-child abuse and Child-on-child sexual violence and sexual harassment and, following this, in-year reminders and updates.

All members of staff are trained in and receive regular reminders and updates in online safety (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and reporting concerns; including those of a sexual nature from other children as well as adults.

All members of staff maintain a zero-tolerance approach to sexual violence and sexual harassment.

All members of staff are open-minded and will assume that sexual harassment, online sexual abuse and sexual violence may be happening in and around school, even where there have been no specific reports of such behaviour or incidents. Staff will maintain an attitude of "it could happen here" and respond to signs and concerns even where a child has not made a direct disclosure.

The school community will:

Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.

Include regular consultation with children e.g. through questionnaires, participation in anti-bullying activities, asking children to report whether they have had happy/sad lunchtimes/playtimes and feel safe in school.

Ensure that all children know there is and can access an adult in the school whom they can approach if they are worried or in difficulty.

Include safeguarding across the curriculum, including PSHE and RSHE, with opportunities for children to develop age-appropriate understanding of healthy relationships, boundaries, consent, respectful behaviour, harmful sexual behaviour, online safety, bullying, discrimination and how to seek help. As well as focused work in Year 6 to prepare for transition to secondary school. education, as well as focussed work in Year 6 to prepare for transition to secondary school.

Take a whole school approach to safeguarding & child protection.



Partake in training to include how to recognise Child-on-child abuse, including sexual violence and sexual harassment, even when it is not reported.

Follow the school's Positive Behaviour Policy and pastoral support, and deliver a planned programme of evidence-based content delivered through the curriculum.

Engage with specialist support and interventions.

Understand that addressing inappropriate behaviour can prevent behaviours from continuing or occurring with other children.

Understand that the welfare of the child is paramount.

Always act in the best interest of the child.

Maintain an attitude of "It could happen here".

Understand that children have a right to feel safe and secure; they cannot learn effectively unless they do.

Understand that all children have a right to be protected from harm and abuse.

Supporting children
We recognise that school may provide a safe place and the only stability in the lives of children.

We recognise that a child who is sexually harassed, or victim or witness to sexual violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

The school will provide appropriate safeguarding support to the child who has experienced abuse, the alleged perpetrator and any other children affected. Support and disciplinary action are not mutually exclusive and may take place at the same time.

Where a child has displayed harmful sexual behaviour, the school will consider whether they may themselves have experienced abuse, trauma or exposure to harmful sexual behaviour and will consider appropriate support alongside managing risk to other children.

We recognise that when a child has a social worker or has had one in the past, it is an indicator that the child may be more at risk than most pupils to sexual violence and sexual harassment. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker, or have had one in the past.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will promote a caring, safe and positive environment within the school.

We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.



We will ensure children are taught to understand and manage risk through PSHE and RSHE and through all aspects of school life. This includes online safety.

We take all welfare concerns seriously and encourage children to talk to us about anything that worries them. We encourage all children to use our Well-being Adult System. Staff are trained to understand, recognise and respond to children when they appear or state that they are concerned, unhappy or worried.

We will respond sympathetically to any requests for time out to deal with distress and anxiety.

We will offer details of helplines, counselling or other avenues of external support. We provide contact details for outside agencies, e.g. Childline, NSPCC. Childline posters are exhibited throughout the school.

We will liaise and work in partnership with other support services and agencies involved in Early Help/Family Help and the safeguarding of children.

We will notify Children's Services immediately if there is a significant concern.

We will provide continuing support to a child about whom there have been concerns who leaves the school by ensuring that information is shared under confidential cover to the child's new setting and ensure the school records are forwarded as a matter of priority and within statutory timescales.

Children are taught about safeguarding, including online, through various teaching and learning opportunities as part of a balanced curriculum. Children are taught how to recognise when they are at risk and how to get help when they need it. We will encourage the use of worry boxes, Well-being Adults and DSLs and online safety officers during PSHE lessons so children know who they can talk to if they do not feel safe.

Roles and Responsibilities with regards to Child-on-child abuse, including sexual violence and sexual harassment

All School Staff:
All staff have a key role to play in identifying concerns early and in providing help for children who may have experienced Child-on-child abuse and/or sexual violence or sexual harassment from another peer or be the deliverer of this. All staff are aware that they do not need to wait for a disclosure before acting; other indicators of safeguarding concerns include overhearing conversations or changes in behaviour of the child. Staff are aware that they can ask children outright if they have been harmed, and what the nature of the harm was.

To achieve this, they will:

- Reassure children that they are being taken seriously and that they will be supported and kept safe.
- Ensure that the child doesn't get the impression that they are creating a problem or made to feel ashamed.
- Know the indicators of sexual violence or sexual harassment.
- Be aware that children with SEND are more vulnerable to sexual violence and sexual harassment and also are more likely to have more difficulty communicating their experiences and concerns.
- Provide a safe environment in which children can learn.



- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried or have concerns.
- Ensure all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering sexual violence or sexual harassment.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our Child Protection and Safeguarding Policy and procedures, and speaking to the designated safeguarding lead or a deputy.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe from sexual violence and sexual harassment.
- Maintain an attitude of "it could happen here" with regards to sexual violence and sexual harassment.
- Understand that safeguarding is "everyone's responsibility".
- Know how to respond to a child who discloses or indicates that they have experienced sexual violence or sexual harassment from a peer by following their training of 'Working together to Safeguard Children' (2026), and 'What to do if you are worried a child is being Abused' (2015).
- Report their concerns to the DSL immediately and record their concerns on CPOMS (a secure child protection computer-based programme). If the DSL is not contactable immediately, a Deputy DSL should be informed.
- Be prepared to refer directly to the Children's Single Point of Access (C-SPA), and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Treat information with confidentiality but never promising to "keep a secret".
- Know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the role of the DSL, and be familiar with the school's Child Protection & Safeguarding Policy, Staff Behaviour Policy (Code of Conduct) Policy and procedures relating to the safeguarding.
- Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Governing Body and Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.
- Be aware of school guidance for their use of mobile and smart technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks, as outlined in the Child Protection and Safeguarding Policy and the Staff Behaviour Policy (Code of Conduct).

The Headteacher:
In addition to the role and responsibilities of all staff, to protect children from sexual violence and sexual harassment and to respond to incidents that occur, the Headteacher will ensure that:

- She follows the roles and responsibilities provided in the school's Child Protection and Safeguarding Policy.
- The school has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.
- The school's staff have appropriate knowledge of part 5 of the government's KCSIE 2026 guidance (Child-on-child sexual violence and sexual harassment).



- All children are supported to report concerns about harmful sexual behaviour freely.
- Concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is the case.
- Comprehensive records of all allegations are kept.
- Where there is a safeguarding concern in relation to sexual violence or sexual harassment, the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- Staff recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges, and that they may face additional barriers when recognising that they are being sexually harassed. It is also recognised that these children are more prone to Child-on-child abuse than other children. Furthermore, it is acknowledged that those children with SEND or certain health conditions may experience communication barriers and difficulties in managing or reporting these challenges.
- Children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online and in relationships.

The Designated Safeguarding Lead:

In addition to the role and responsibilities of all staff, the DSL will:

- Follow the roles and responsibilities provided in the school's Child Protection and Safeguarding Policy
- Hold the lead responsibility for safeguarding and child protection (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and harmful sexual behaviours, child-on-child sexual violence and sexual harassment in the school; this responsibility is not able to be delegated.
- Follow DfE and KCSIE guidance on 'Child-on-child Abuse' when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.
- Follow KCSIE and be confident as to what local specialist support is available to support all children involved in sexual violence and sexual harassment and be confident as to how to access this support when required.
- Refer to the "Response to reports" flowchart when considering next steps and appropriate actions following the receipt of a report regarding sexual violence or sexual harassment. (Appendix 1)
- When there has been a report of sexual violence, work with the team around the child (likely to be a DDSL and the class teacher, where appropriate) to make an immediate risk assessment (identifying risks and needs) – an example format can be found in Appendix 2. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required.
- Where Early Help is required for non-violent sexual behaviours, work with the team around the child (likely to be a DDSL and the class teacher, where appropriate) to devise an Early Help Assessment (Appendix 2)
- Be alert to the specific needs of children in need, those with SEND and young carers.
- Work closely with mental health lead where safeguarding concerns are linked to mental health.
- Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.



- Ensure staff are trained and informed of updates in recognising and responding to sexual violence and sexual harassment, and that training is updated at least once a year.

In addition to the role and responsibilities of all staff, each Deputy DSL will, in terms of sexual violence and sexual harassment and in addition to the roles and responsibilities given in the school's Child Protection and Safeguarding Policy:

- In the absence of the DSL, carry out the activities necessary to ensure the ongoing safety and protection of children from sexual violence and sexual harassment from other children.

The Local Advisory Committee:

All members of The Local Advisory Committee understand and fulfil their responsibilities to ensure that child protection is at the forefront of process and policy development and that a whole school approach to safeguarding is facilitated, including sexual violence and sexual harassment by:

- following the roles and responsibilities provided in the school's Child Protection and Safeguarding Policy
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through PSHE and RSHE.
- Appropriate online filtering and monitoring systems are in place and are reviewed termly.
- Ensure that the school's policies and procedures meet the statutory "Filtering and Monitoring Standards" published by the Department for Education.

Responding appropriately to incidents of Sexual Violence and Sexual Harassment between peers in school

Dealing with disclosures of Child-on-child abuse

All staff
Children making a report of Child-on-child abuse, sexual violence or sexual harassment will be taken seriously, kept safe and be supported.

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English or children with SEND. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the C-SPA or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home.

Members of the school's safeguarding team, including the DSL, have been trained in using the Brook Traffic Light Tool (Appendix 3). This resource uses a traffic light system to categorise the sexual behaviours of children and young people. Members of the school's safeguarding team, including the DSL, have also been trained in using Hackett's continuum (Appendix 4); Hackett's continuum presents



sexualised behaviour as a range from 'normal' to 'inappropriate', 'problematic', 'abusive' and 'violent' (Hackett, 2010).

Once training on these tools has been undertaken, they can be used to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behavior

If a member of staff spots signs or indicators of sexual violence or sexual harassment from another child, or they have a disclosure of an incident of this nature made to them they must:

1. Make an initial record of the information related to the concern
2. Report it to the DSL immediately.
3. Discuss the steps to be taken with the DSL with regards to all the children involved in the incident. The flow chart in Appendix 5 'Raising Safeguarding Concerns About a Child at Ravenscote Junior School' provides the response path (Further investigations of the incident by the staff member or by the DSL may be required before next steps can be determined) and the flow chart in Appendix 1 relates directly to cases of reported sexual violence and sexual harassment.
4. Behaviour log completed by the staff member reporting the incident if requested to by the DSL (confidentiality and the nature of the incident may mean that the incident cannot be reported on a behaviour log).
5. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
6. Make an accurate, factual record on CPOMS (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
    - Dates and times of their observations
    - Dates and times of any discussions in which they were involved.
    - Any injuries; uploading a copy of a completed body map
    - Explanations given by the child / adult
    - Any actual words or phrases used by the child
    - The child's non-verbal communications
    - Rationale for decision making and action taken
7. Any paper records must be signed and dated by the author, scanned in and uploaded onto CPOMS. Records recorded on CPOMS must be through the author's own log in account. The record needs to be completed by the adult that received the information.
8. All paper records must be retained in the child's safeguarding folder which are kept in a locked cabinet.
9. In the absence of the DSL or the deputies, staff must be prepared to refer directly to C-SPA and the police if appropriate, if there is the potential for immediate significant harm.
10. Reports and evidence will be analysed to look for patterns and trends in year groups, areas of the school, online programmes and contextual factors. These will be addressed through SLT discussion.

By categorising sexual behaviours, the school can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

The school recognise that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.



Reporting to C-SPA (usually DSL/DDSL but all staff must be prepared to refer directly in exceptional circumstances)

1. Using the Surrey Safeguarding Children Partnership (SSCP) Continuum of Support framework (Appendix 6) decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the C-SPA and the police if it is appropriate.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the C-SPA consultation line on 0300 470 9100 by sending a Request for Support Form by secure email to: cspa@surreycc.gov.uk. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken
4. If the DSL feels unsure about whether a referral is necessary, they can phone the C-SPA to discuss concerns.
5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider Early Help/Family Help.
6. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
7. When a pupil needs urgent medical attention and there is suspicion of abuse, the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital (Frimley Park if on school premises), having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
8. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

Upon receipt of a report

Action: The DSL will consider:

- The wishes of the child who has experienced the Child-on-child abuse.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.



The DSL decision making regarding the issue with the following possible options:

- Manage internally
- Early Help/Family Help intervention
- Refer to C-SPA
- Report to the police (generally in parallel with a referral to C-SPA)

Risk Assessment:
Following a report, the DSL will make an immediate risk assessment (identifying risk and needs - an example format can be found in Appendix 2, though the format may differ depending on the requirements of the risk assessment - on a case-by-case basis.

The risk assessment will consider;

- The child who experienced the sexual violence or sexual harassment, especially their protection and support.
- The alleged perpetrator, their support needs and any disciplinary action.
- All other children at the school.
- The children involved sharing classes and space at school.
- The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

Support regarding risk assessments can be accessed from the Education Safeguarding Team– education.safeguarding@surreycc.gov.uk

Incidents which involve sharing of nudes or semi-nudes
All incidents of this nature should be treated as a safeguarding concern and in line with the UKCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024).

The DSL should hold an initial meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.
At any point in the process if there is concern a child has been harmed or is at risk of harm, a referral should be made to C-SPA or the police as appropriate.

Immediate referral at the initial stage should be made to Children's Services/Police if:

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed.
- If there are concerns about their capacity to consent (for example, owing to special education needs).
- The imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.



- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply, then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without referral to the C-SPA or the Police.

During the decision-making, the DSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion, blackmail, groomed or encouragement involved.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help/Family Help plans; the child is looked after or has a special educational need or disability.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There are other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced sexual imagery before.
- Voyeurism occurred.

If any of these circumstances are present, the situation will be referred according to our child protection procedures, including referral to the C-SPA or the police.

The DSL will record all incidents of making, sharing and sending nudes and semi-nudes, including the actions taken, rationale for actions and the outcome on CPOMS.

Searching, Screening and Confiscation
The safeguarding team will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2022) guidance, including the use of an appropriate adult and PACE code C.

Ongoing Response:
The school will regularly review all incidents of sexual violence or harassment, Child-on-child abuse and online abuse to identify possible patterns of behaviour and to influence and formulate future policy provisions and procedures.
The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Services.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the children must be separated from the same classes and in the way in which the child who has experienced the sexual violence or sexual harassment wishes.

The DSL will consider how best to keep the children involved a reasonable distance apart on school premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator



to remain in the same school would seriously harm the education or welfare of the child (and potentially themselves and other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in light of the Positive Behaviour Policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the Headteacher should continue keeping the children involved in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the child who has experienced the sexual violence or harassment will be especially important in determining how to proceed in such cases.

All affected children and adults will receive appropriate support and safeguards on a case-by-case basis.

The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out.

If they have concerns that the disclosure has not been acted upon appropriately, they might inform the Headteacher or Safeguarding Governor of the school and/or may contact the C-SPA.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

See Appendix 6 for C-SPA contact information and Continuum of Support framework.

Safeguarding and supporting the child who experienced the abuse
The school thinks carefully about the terminology we use to describe the children involved. The needs and wishes of the child who experienced the abuse should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the child who experienced the abuse, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make their daily experience as normal as possible, so that school is a safe space for them.

Certain facts will need to be considered in terms of the school's response; for instance, the age and the developmental stage of the child involved, the nature of the allegations and the potential risk of further abuse.

The school is aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the child who experienced the sexual violence or sexual harassment and the child who delivered it.

The child who experienced it should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.



The school will also consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of sexual assault.
Support may include:

- Early help/Family Help and children social care support as set out in Part 1 of Keeping children safe in education. These will be contact through a referral to the C-SPA.
- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for children of sexual violence. They are based within the specialist sexual violence sector and will help the children understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with the school to ensure the best possible outcomes for the child. Police and social care agencies can signpost to ChISVA services (where available), or referrals can be made directly to the ChISVA service by the school. Contact details for ChISVAs can be found at Rape Crisis (England & Wales) and The Survivors Trust.
- Child and adolescent mental health services (CAMHS)
- Surrey's Assessment Consultation Therapy (ACT) Team work with children and their families when there are concerns about a child's sexually harmful behaviour.
- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. School and families can contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations. The Male Survivors Partnership can provide details of services which specialise in supporting boys.
- NHS - Help after rape and sexual assault provides a range of advice, help and support including reporting to the police and forensics.
- Sexual assault referral centres (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children or their families are unsure which service to access, they should contact their GP or call the NHS on 111.
- Childline provide free and confidential advice for children and young people.
- Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.

Children with special educational needs and disabilities

The school recognises that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers that can exist when recognising abuse and neglect in this group of children include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

The school addresses these additional challenges by considering extra pastoral support for children with SEN and disabilities to help to keep them safe or keep themselves safe.

Working with parents and carers

The school will, in most instances, engage with all of the involved children's parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of



sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. The school should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, Children's Services and/or the police will have a very clear view and it will be important for the school to work with relevant agencies to ensure a consistent approach is taken to information sharing.

The school should meet the parents or carers of the child who experienced the sexual violence or sexual harassment with the child present to discuss what arrangements are being put in place to safeguard the child and understand their wishes in terms of support they may need and how the report will be progressed. The school should meet with alleged child's parents or carers to discuss any arrangements that are being put into place that impact an alleged child, such as, for example, moving them to a different class and what this means for their education. The reason behind any decisions should be explained. Support for the child should be discussed. The designated safeguarding lead (or a deputy) would generally attend any such meetings. Consideration to the attendance of other agencies should be considered on a case-by-case basis.

Clear behaviour policies and child protection policies, especially policies that set out the principles of how reports of sexual violence will be managed and how the children involved are likely to be supported, that parents and carers have access to, will, in some cases, help manage what are inevitably very difficult conversations. Parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child. Organisations that support parents will be accessed to support the parents.

Safeguarding other children

Consideration should be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required. Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". The school should be doing all they can to ensure all children involved and any witnesses are not being bullied or harassed. Social media is likely to play a role in the fall out from any incident or alleged incident. There is the potential for contact between the children involved and a likelihood that friends from either side could harass the children involved online and/or be sexually harass themselves. Online safety is discussed earlier in this policy.

School transport is a potentially vulnerable place for children following any incident or alleged incident. The school, as part of its risk assessment, should consider any additional potential support needs to keep all of their children safe.

A whole school approach to safeguarding, a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children at the school are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

It is important that the school keeps their policies, processes, and curriculum under constant review to protect all their children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum.

Further Guidance and documents

- Children Act 1989



- Surrey Safeguarding Children Partnership protocols, guidance and procedures
- Working Together to Safeguard Children (2026)
- Keeping Children Safe in Education 2026 (KCSIE)
- Farrier et al 'Child-on-child Abuse Toolkit' (September 2024)
- Disqualification under the Childcare Act 2006 (updated 2018)
- 'What to do if you are worried a child is being abused' 2015
- Information Sharing Advice for Practitioners' guidance May 2024
- The Equality Act 2010
- When to call the Police document
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024)
- Searching Screening and Confiscation Advice for schools 2023
- Mobile Phones in Schools (2026)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance (2026)

At Ravenscote Junior School we have the following policies in place that should be read in conjunction with this policy:

- Child Protection and Safeguarding Policy
- Positive Behaviour Policy
- Online Safety Policy
- Anti-Bullying Policy
- Acceptable Use (ICT) Policy
- Acceptable Use (Computing) Policy
- Staff handbook
- Staff Behaviour (Code of Conduct)
- SEND
- Low-level concerns
- Complaints
- Attendance
- Curriculum
- PSHE (including RSHE)
- Teaching and Learning
- Supporting Pupils with Medical Needs, including Administration of Medicines
- Touch and Physical Intervention

Further advice on safeguarding and child protection is available from:
Surrey County Council Education Safeguarding Team
Surrey County Council Policy Guidance for Safeguarding Children Missing Education (February 2024)
Surrey County Council Our Assessment Consultation Therapy (ACT)
Contextual Safeguarding Network
UK Councils support sites
Statutory Guidance to Relationships, education and sex education (RSE) and health education (2020, update 2025)



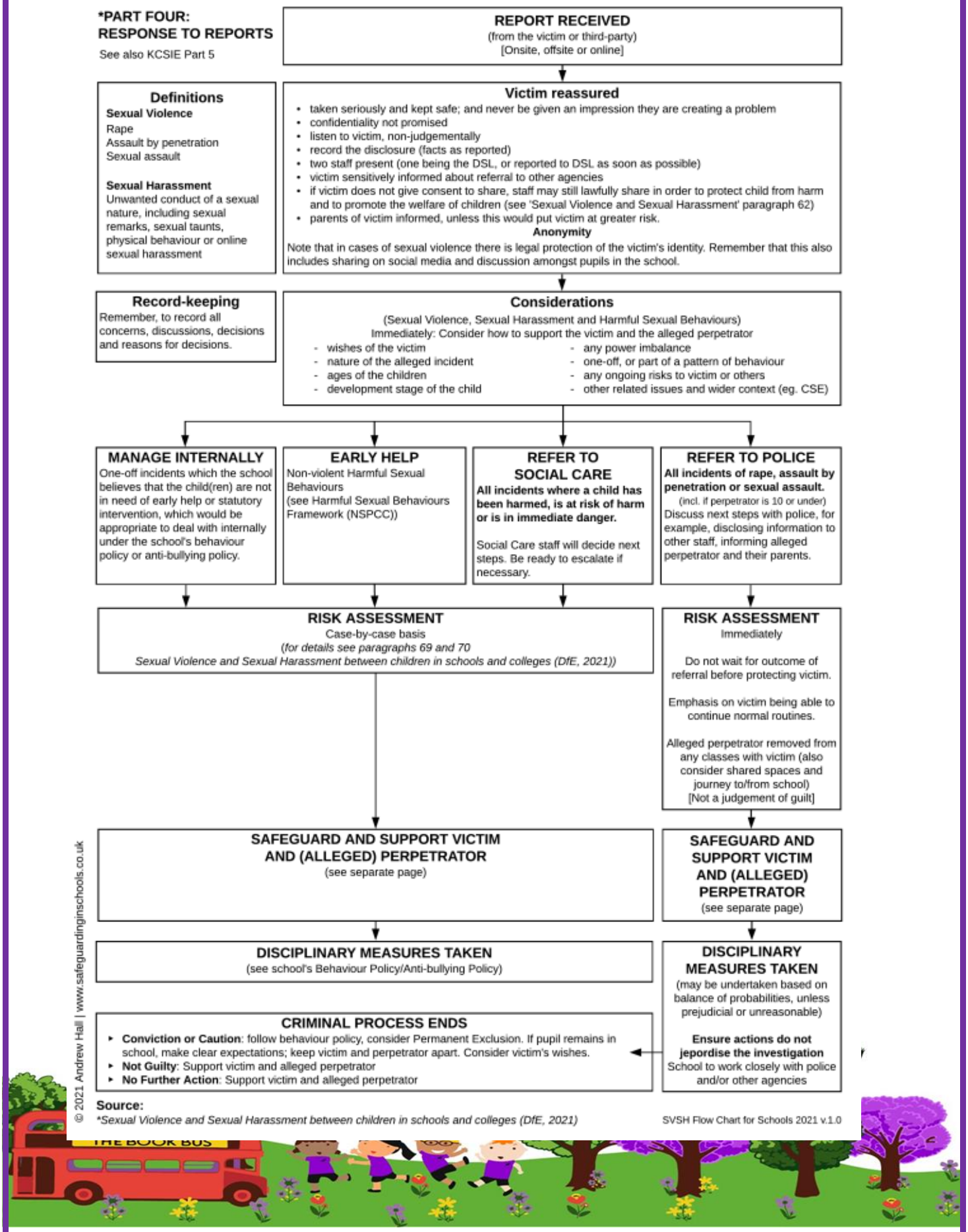
OFSTED publication on safeguarding during inspections
UK Council for Internet safety (UKCIS) guidance:

Additional advice and support for schools and families; Sexual Violence and Sexual Harassment

- Barnardo's - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
- Lucy Faithful Foundation - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
- Marie Collins Foundation – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse. Helpline available 8am-8pm Monday to Friday 0344 225 062.
- NSPCC - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
- Rape Crisis - National charity and the umbrella body for their network of independent member Rape Crisis Centres.
- UK Safer Internet Centre - Provides advice and support to children, young people, parents, carers and schools about staying safe online.
- Anti-Bullying Alliance - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
- The Survivors Trust- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
- Victim Support - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
- Childline provides free and confidential advice for children and young people.
- NSPCC - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.
- NSPCC - Resources which help adults respond to children disclosing abuse.
- NSPCC also provides free and independent advice about HSB: NSPCC - Harmful sexual behaviour framework
- NSPCC: Things to know and consider information sharing
- Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.
- Contextual Safeguarding Network – self-assessment toolkit for schools to assess their own response to HSB.
- Government information sharing advice - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.
- Information Commissioner's Office: Education - Information to help schools and colleges comply with UK Further information on sharing nudes and semi-nudes.
- London Grid for Learning-collection of advice - Various information and resources dealing with the sharing of nudes and semi-nudes.
- UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people.



Appendix 1


*PART FOUR: RESPONSE TO REPORTS
See also KCSIE Part 5
REPORT RECEIVED
(from the victim or third-party)
[Onsite, offsite or online]
Definitions
Sexual Violence
Rape
Assault by penetration
Sexual assault
Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment
Victim reassured
taken seriously and kept safe; and never be given an impression they are creating a problem
confidentiality not promised
listen to victim, non-judgementally
record the disclosure (facts as reported)
two staff present (one being the DSL, or reported to DSL as soon as possible)
victim sensitively informed about referral to other agencies
if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 62)
parents of victim informed, unless this would put victim at greater risk.
Anonymity
Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.
Record-keeping
Remember, to record all concerns, discussions, decisions and reasons for decisions.
Considerations
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
Immediately: Consider how to support the victim and the alleged perpetrator
wishes of the victim
nature of the alleged incident
ages of the children
development stage of the child
any power imbalance
one-off, or part of a pattern of behaviour
any ongoing risks to victim or others
other related issues and wider context (eg. CSE)
MANAGE INTERNALLY
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.
EARLY HELP
Non-violent Harmful Sexual Behaviours
(see Harmful Sexual Behaviours Framework (NSPCC))
REFER TO SOCIAL CARE
All incidents where a child has been harmed, is at risk of harm or is in immediate danger.
Social Care staff will decide next steps. Be ready to escalate if necessary.
REFER TO POLICE
All incidents of rape, assault by penetration or sexual assault.
(incl. if perpetrator is 10 or under)
Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.
RISK ASSESSMENT
Case-by-case basis
(for details see paragraphs 69 and 70
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021))
RISK ASSESSMENT
Immediately
Do not wait for outcome of referral before protecting victim.
Emphasis on victim being able to continue normal routines.
Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school)
[Not a judgement of guilt]
SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)
SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)
DISCIPLINARY MEASURES TAKEN
(see school's Behaviour Policy/Anti-bullying Policy)
DISCIPLINARY MEASURES TAKEN
(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)
Ensure actions do not jepordise the investigation
School to work closely with police and/or other agencies
CRIMINAL PROCESS ENDS
Conviction or Caution: follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
Not Guilty: Support victim and alleged perpetrator
No Further Action: Support victim and alleged perpetrator
Source:
*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)
SVSH Flow Chart for Schools 2021 v.1.0
© 2021 Andrew Hall | www.safeguardinginschools.co.uk

Appendix 2

Early Help Assessment for HSB

Child's name	
Class	
Adult leading this assessment and relationship to the child	

Describe the behaviour or language observed. • *Where did it happen?* • *When did it happen (date and time) – is this an isolated incident or have there been multiple occurrences?* • *Is anyone else involved – who and ages? Is there an imbalance of power?* • *What was the pupil's response when spoken to about the incident?*	
Using Brooks Traffic Light Tool categorise the behaviours and explain the rationale.	
Impact on others – who might be affected or harmed. *Are there specific concerns about age groups, gender, vulnerable children?*	
Describe any other behaviour concerns. *E.g. Use of violence/coercion/ distracted or out of character behaviour, incidents and school*	

and out of school, friendship/relationship concerns, disruptive behaviour, emotional wellbeing etc	
What complex needs should be considered when completing this early help assessment? *For example:* • *struggle to regulate and express their emotions appropriately* • *experience social anxiety* • *struggle to understand or comply with 'rules' for social behaviour* • *find it difficult to empathise with others and respond to other people's needs* • *find it hard to build secure and confident relationships with others* • *struggle to understand and respect personal boundaries*	
Sanctions Each incident of PSB or HSB will be different. You should gather the facts, assess any risks and make decisions on a case-by-case basis. Any sanctions should be proportionate to the behaviour being displayed and in line with your organisation's code of conduct and behaviour policy.	
Sanctions	
Providing Support *When deciding what support is most appropriate for a child displaying PSB or HSB, consider:*	

the child's age *the child's stage of development* *the level of risk and need* *Interventions for HSB should:* *build on the skills and ability the child or young person has* *create an environment where young people feel safe to talk* *address issues within the whole context of the young person's life as well as working individually with them* *identify factors that enable them to understand what influences their behaviours* *use professional networks to make best use of different people's expertise*	
Previous support that has been put in place	
Additional support that will be put in place as a result of these behaviours.	
Does any support need to be provided to adults to enable them to support the child? *If so, outline any appropriate signposting to be provided.*	
Safety Planning - Detail any safety measures that will be put in place. *Consider who they are aimed to keep safe and the intended impact:*	
Further action - detail any referrals that are going to be made for assessment, or any reasons why this is not going to take place at this stage.	

Appendix 3

Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

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

What can you do?

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

Green behaviours

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

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be
of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

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

Amber behaviours

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

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

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

This is intended to be used as a guide only. Please refer to the guidance tool at https://www.brook.org.uk/education/sexual-behaviours-traffic-light-tool/ for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

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

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

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

What can you do?

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

Green behaviours 5-9

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

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be
of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

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

Amber behaviours 5-9

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

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in
- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger
- children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

This is intended to be used as a guide only. Please refer to the guidance tool at https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

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

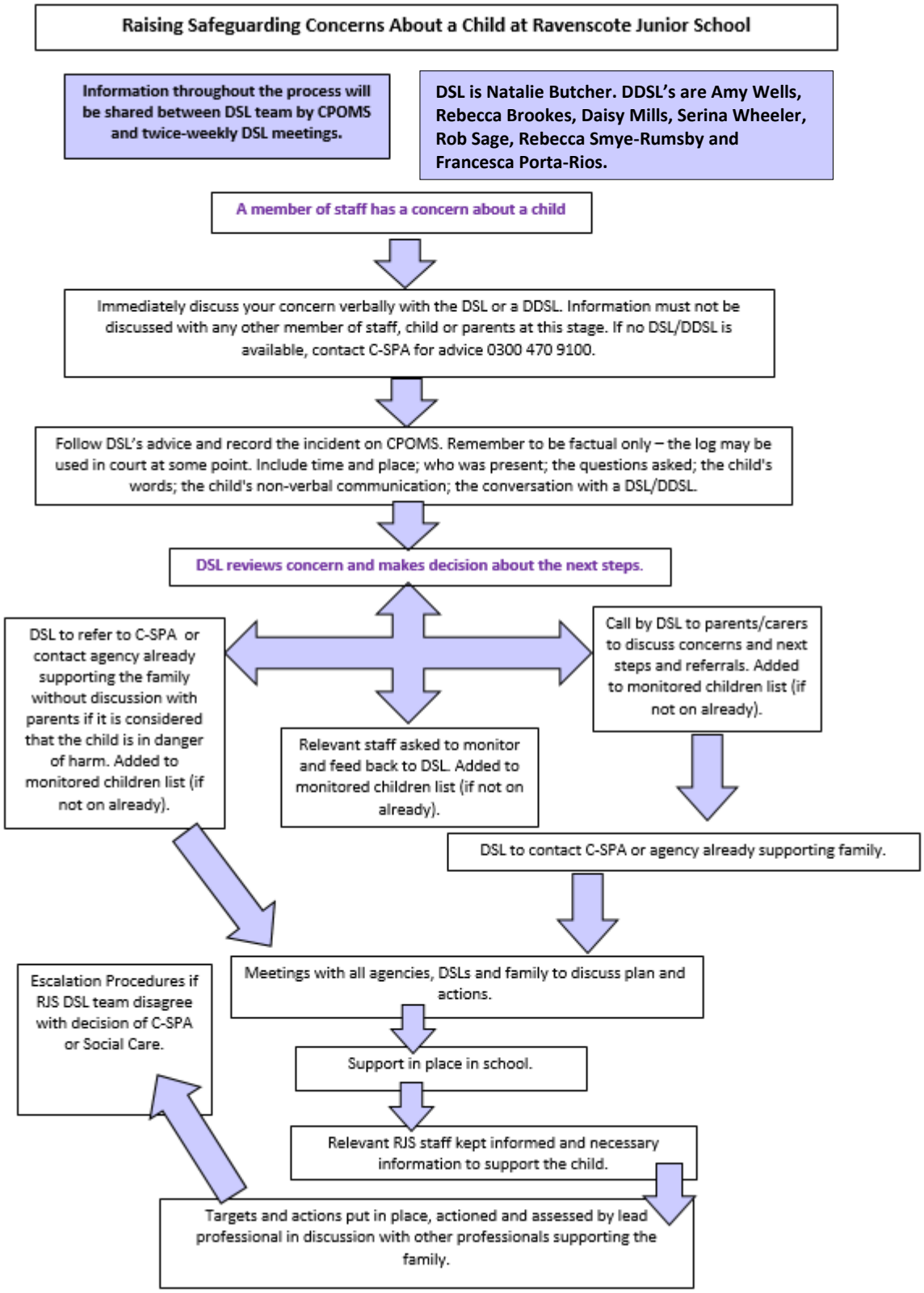
Appendix 4
Hackett continuum

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

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

Harmful sexual behaviour framework An evidence-informed operational framework for children and young people displaying harmful sexual behaviours NSPCC, 2nd Edition. 2019

Appendix 5


Raising Safeguarding Concerns About a Child at Ravenscote Junior School
Information throughout the process will be shared between DSL team by CPOMS and twice-weekly DSL meetings.
DSL is Natalie Butcher. DDSL's are Amy Wells, Rebecca Brookes, Daisy Mills, Serina Wheeler, Rob Sage, Rebecca Smye-Rumsby and Francesca Porta-Rios.
A member of staff has a concern about a child
Immediately discuss your concern verbally with the DSL or a DDSL. Information must not be discussed with any other member of staff, child or parents at this stage. If no DSL/DDSL is available, contact C-SPA for advice 0300 470 9100.
Follow DSL's advice and record the incident on CPOMS. Remember to be factual only – the log may be used in court at some point. Include time and place; who was present; the questions asked; the child's words; the child's non-verbal communication; the conversation with a DSL/DDSL.
DSL reviews concern and makes decision about the next steps.
DSL to refer to C-SPA or contact agency already supporting the family without discussion with parents if it is considered that the child is in danger of harm. Added to monitored children list (if not on already).
Relevant staff asked to monitor and feed back to DSL. Added to monitored children list (if not on already).
Call by DSL to parents/carers to discuss concerns and next steps and referrals. Added to monitored children list (if not on already).
DSL to contact C-SPA or agency already supporting family.
Meetings with all agencies, DSLs and family to discuss plan and actions.
Escalation Procedures if RJS DSL team disagree with decision of C-SPA or Social Care.
Support in place in school.
Relevant RJS staff kept informed and necessary information to support the child.
Targets and actions put in place, actioned and assessed by lead professional in discussion with other professionals supporting the family.

Appendix 6

Who to contact if you are concerned that a child or young person is at risk of harm

Police: in an emergency – 999

Surrey Children's Single Point of Access (C-SPA): Consultation Line – 0300 470 9100. (advice only). Operated from 9am to 5pm

Out of hours phone: 01483 517898

NW C-SPA direct number:- 0300 123 1630

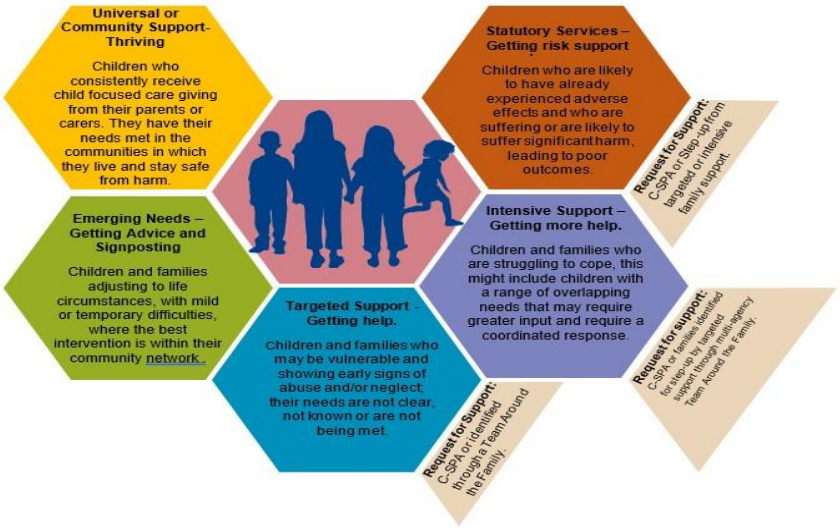
Email for concerns for a child or young person: C-SPA@surreycc.gov.uk

Email for concerns for an adult: ascmash@surreycc.gov.uk

Local Authority Designated Officer (LADO): 0300 123 1650 (option 3) or LADO@surreycc.gov.uk

Monday to Friday from 9am to 5pm

The Consultation Line may advise a referral via a 'Request for Support Form'. This form covers requesting Targeted Support, Intensive Support or Statutory Services. Below is the Continuum of Support.
For further information please visit: https://surreyscb.procedures.org.uk/zkyqqt/managing-individual-cases/continuum-of-support-for-children-and-families-living-in-surrey



Operation Encompass is continuing. They want us to share information of disclosures with the police (going through the P-SPA or the C-SPA)
P-SPA is the Police Single Point of Access that we can contact to pass on information of a disclosure following a recent Operation Encompass notification or to share relevant information following an Operation Encompass notification that has not been shared with C-SPA or the police previously.
Tel: 01483 636451 or surreypoliceopencompass@surrey.pnn.police.uk