

Safeguarding Matters

FAO Headteachers, Governors, Designated Safeguarding Leads and key professionals

All Schools

In this e-briefing:

- Autumn Term Training
- Ofsted's Review of sexual abuse in schools and colleges
- Peer-on-peer/child-on-child sexual harassment and sexual violence in schools: Ten Point Plan
- Key national guidance
- Guidance on the assessment and management of child-on-child sexual behaviour

The final section will be included in the School's Safeguarding Handbook for the forthcoming academic year. It will support schools to assess and manage child-on-child sexual behaviours, specifically sexually harmful or problematic behaviours. It includes a Sexually Inappropriate Behaviour Pathway, Sexualised Behaviour Risk and Support Management Plan and Safeguarding Risk Assessment Template.

Autumn Term Training

Our training programme can be found [here](#) including:

- Autumn term Headteachers' Safeguarding Briefings
- Statutory Designated Safeguarding Lead Training
- New to the Role of Designated Safeguarding Lead

If a Headteachers is also the Designated Safeguarding Lead then they should attend both the Headteachers' briefings **and** the statutory refresher training for Designated Safeguarding Leads.

It is our intention to hold these sessions 'face to face' if restrictions allow. We feel this is the best way to deliver and discuss sensitive safeguarding issues.

However, if this is not possible, they will be delivered online.

Ofsted's Review of sexual abuse in schools and colleges

The social media campaign **#everyonesinvited** led the government to launch a review into sexual abuse within schools, particularly schools' approaches to dealing with issues that arise and the appropriateness of the schools' delivery of relationships, sex and health education (RSHE). Ofsted have now reported their findings which are summarised below, although school leaders and Designated Safeguarding Leads are encouraged to read the executive report found [here](#).

Summary findings:

As part of the review, Ofsted spoke to 900 children and young people about the prevalence of peer-on-peer sexual harassment and sexual violence. They also made visits to 32 schools and spoke to a range of stakeholders.

The key findings are summarised below:

- Children and young people said that sexual harassment occurs so often it has become "commonplace".
- Girls stated that sexual harassment and online sexual abuse, including being sent unsolicited explicit sexual material or being pressured into sending 'nudes' was far more prevalent than adults realise.
- Nearly 90% of girls and 50% of boys said that being sent explicit images or videos that they did not want to see happens 'a lot' or 'sometimes'.
- 92% of girls and 74% of boys said that sexist name calling happens a lot to them or their peers. The frequency of these harmful sexual behaviours means that some children and young people consider them normal.
- Children and young people stated that sexual violence occurred in unsupervised spaces outside of school such as parties or parks, although girls also mentioned experiencing unwanted touching in school corridors.
- Children and young people, especially girls, told Ofsted that they didn't want to talk about sexual abuse, even when the school encourages them to. Children fear:
 - Being ostracised by their peers
 - Getting peers into trouble
 - How adults will react
 - They will not be believed
 - They will be blamed
 - The process will get out of control
- Children were rarely positive about the RSHE they had received. They felt it was "too little, too late". In particular, they felt that the curriculum was not equipping them with the information and advice needed.
- School teachers and leaders underestimate the scale of the problem. Given this, schools should act on the assumption that it is happening.
- Schools and colleges are unclear as to how to proceed when criminal investigations don't lead to a prosecution or conviction.
- Local Safeguarding Children Partnerships had a varying degree of oversight.

Recommendations for school and college leaders

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this, **they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them.**

This should include:

- a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'
- high-quality training for teachers delivering RSHE
- routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
- a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
- working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour
- support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs
- training to ensure that all staff (and governors, where relevant) are able to:
 - better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
 - identify early signs of peer-on-peer sexual abuse
 - consistently uphold standards in their responses to sexual harassment and online sexual abuse

To support schools, School Improvement Liverpool shared an e-briefing in the Spring Term to discuss the key issues and then set out a ten-point plan.

Peer-on-Peer/Child-on-Child Sexual Harassment and Sexual Violence in Schools: Ten-Point Plan

It is anticipated that all Ofsted visits will have *perhaps* a sharper focus on these issues when inspecting under the normal inspection framework. To further support your consideration of these issues and develop a whole school approach we have set out a summary **ten-point plan** for you to consider:

1. Ensure your child protection policy has clear and well-understood procedures for dealing with incidents of sexual violence and sexual harassment. Ensure your leadership team and safeguarding team is aware of the key guidance 'When to call the police'.
2. Ensure your safeguarding team and leadership team are familiar with section 5 of Keeping Children Safe in Education which details the expectations around child-on-child sexual violence and sexual harassment. Key staff should also be familiar with the separate DfE standalone guidance published in May 2018.

3. Consider how staff training has raised their awareness of these issues and ensure that they know how to report concerns in line with the school's procedures and the school's whole-school approach.
4. Review your curriculum to ensure there is appropriate coverage at the right age and stage of development. Schools should take account of the new DfE statutory guidance published in September 2020 around relationships education, relationships and sex education and health education (you may want to seek advice from Julie McCann in respect of curriculum issues and consider approaches including 'Philosophy for Learning'). We're confident that schools are already able to map out where the curriculum discusses:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping, equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment are always wrong
- Addressing cultures of sexual harassment

Consider the impact of this curriculum. What evidence is there that it has changed / challenged thinking?

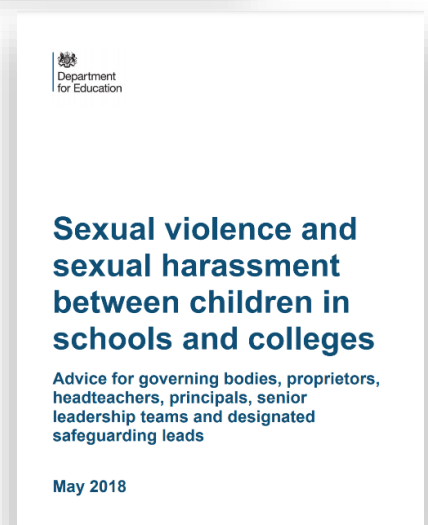
5. Undertake a site walk to consider how effective supervision is before school, at breaks and lunches and in particular areas where inappropriate behaviours could take place. Consider potential blind spots. Invite students to join you on a site learning walk for their perspective.
6. Develop student voice to provide opportunities for children to share their views about whether they feel safe in all areas of the school site and whether they are concerned about any inappropriate peer-on-peer behaviours towards them.
7. Ensure all children are familiar with how to report any concerns and how to seek further support. Make all children and families aware of the new NSPCC helpline.
8. As part of your behaviour data collection and analysis, ensure incidents of sexual violence and harassment are recorded and that the analysis and any emerging next steps are shared with governors.
9. Ensure the safeguarding team and school leaders are familiar with the Ofsted guidance 'Inspecting Safeguarding in Early Years and Skills Settings'.
10. Evaluate the impact of any strategies undertaken, in particular the effectiveness of the school's curriculum. Floor books and other strategies are useful ways of retaining evidence of what has been covered and the impact on students' thinking.

Key national guidance

Schools are reminded that national guidance as to 'when to call the Police' can be found [here](#).

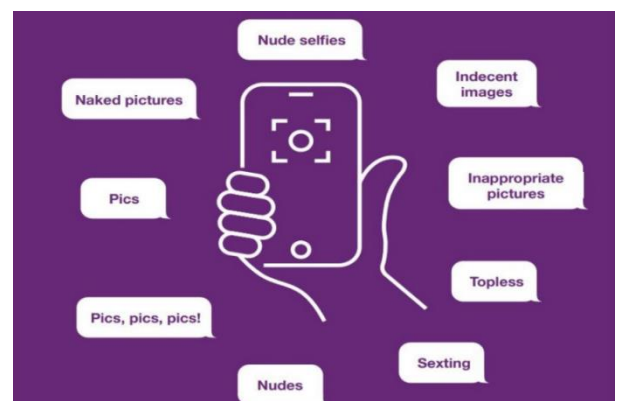


Guidance to support schools develop procedures for managing 'sexual harassment and sexual violence in schools' can be found [here](#)



In addition, guidance on responding to incidents and safeguarding children and young people and guidance for sharing nudes and semi-nudes: advice for education settings working with children and young people.

Guidance can be found [here](#).



The following section will be included in the School's Safeguarding Handbook for the forthcoming academic year. It will support schools to assess and manage child-on-child sexual behaviours, specifically sexually harmful or problematic behaviours. It includes a Sexually Inappropriate Behaviour Pathway, Sexualised Behaviour Risk and Support Management Plan and Safeguarding Risk Assessment Template.

GUIDANCE ON THE ASSESSMENT AND MANAGEMENT OF CHILD-ON-CHILD SEXUAL BEHAVIOUR

This guidance has been produced to provide school staff and other professionals with:

- assessment criteria for evaluating inappropriate sexualised behaviour schools
- guidance on how to manage behaviour within a school setting
- guidance on how to undertake a risk assessment and implement a support management plan
- an awareness of age appropriate sexual behaviour
- an awareness of research on young sexual abusers

Creating an ethos within school whereby incidents are not tolerated, harassment is not considered to be an inevitable part of growing up and challenging behaviour as and when it occurs, alongside an effective PSHE/RSE curriculum designed to address and challenge these behaviours are an essential part in a school's response to managing and reducing incidents of sexually inappropriate behaviour.

Schools and colleges in England must have regard to [*Keeping Children Safe in Education*](#) when carrying out their duties to safeguard and promote the welfare of children. This document contains a section specifically in relation to 'child on child sexual violence and sexual harassment'. In addition to Part 5 of Keeping Children Safe in Education, the DfE also shares detailed guidance "[*Sexual violence and sexual harassment between children in schools and colleges*](#)". Both of these documents set out a school's expected response to an incident of child on child sexual violence or harassment. Schools should set out their response to child on child abuse, specifically sexual violence or harassment, in detail within their own Child Protection policy. Schools should also refer to the advice "[*When to call the Police; guidance for schools and colleges*](#)" and "[*Sharing nudes and semi-nudes: advice for education settings working with children and young people*](#)".

Schools must also be aware of their obligations and compliance under the Human Rights Act 1998 and the Equality Act 2010, both of which could be breached if a child is being subjected to sexual violence or sexual harassment, depending on the nature of the conduct and the circumstances.

Schools are an important part of the multi-agency framework not only in terms of referring concerns to Children's Services and the Police, also in providing a vital role to in both prevention of incidents, and the assessment of risk that the child or young person may pose to themselves and others in the school setting when an incident has occurred.

School staff have valuable information and skills which are useful supporting the therapeutic and offence specific work undertaken by other agencies and can provide a consistent approach to the management of the young person's behaviour.

Context is important when considering and managing sexual behaviours, however this can also provide a challenge. Some sexual behaviours can have lasting and devastating consequences, not just for the victim, but also for the child displaying the behaviour. Not all behaviours that are displayed are necessarily a worry and could actually be completely 'healthy' or age appropriate for that child's development. Using the word 'healthy' instead of 'normal' when describing sexual behaviours is important as what constitutes 'normal' for one person might be abnormal to another.

This document aims to ensure that all agencies, working with young people who display inappropriate sexual behaviour, have a common understanding of the issues and a consistent and common framework for assessing, reporting and managing the risks that these young people pose within their communities.

Schools may wish to discuss the behaviours with other professionals involved with a child or family as part of their assessment process. This may also include consultation with relevant Early Help teams, School Improvement Liverpool officers or with Children's Services and/or the Police where appropriate.

Assessing possible inappropriate or harmful sexualised behaviour

When sexualised behaviour has been observed or a child or parent has informed staff that such behaviour has taken place then staff should inform the Designated Safeguarding Lead (DSL) or member of the safeguarding as soon as possible in line with the procedures set out within the setting's Child Protection policy. The DSL will clarify and gather information relating to the exact behaviour and make a considered assessment of its nature and decide appropriate next steps. The DSL should be mindful at all times of whether the incident is an offence and requires a police investigation rather than a school intervention.

It is essential that a victim is reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All children will go through phases of sexual development and as such some behaviours may be considered healthy for that age and/or stage. The NSPCC guidance regarding [Healthy sexual development of children and young people](#) can help staff to recognise healthy sexual behaviours which are developmentally appropriate, and those which could be considered inappropriate or potentially harmful. The [NSPCC Pants](#) and the Home Office / PSHE Association [Disrespect NoBody](#) resources can support schools with the development of age appropriate health sexual behaviours and relationships.

The law and consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one kind of sexual activity, but not to another. The legal age of consent for children and young people is 16 regardless of sexual orientation, however children under this age are unlikely to be prosecuted for mutually agreed sexual activity where there is no evidence of exploitation or coercion. Sexual offences legislation assumes that children under the age of 13 do not have the capacity consent to sexual activity. Sexual offences legislation provides statutory definitions of consent that are relevant in the case of offences such as rape, sexual assault and other non-consensual offences.

The law does not affect a young person's right to confidential advice on contraception, condoms, pregnancy and abortion or their ability to consent to treatment, even if they are under 16,

Outcomes of the assessment and initial responses

Some helpful points to consider when making an assessment are:

- Is the behaviour consensual for all involved? Are those involved able to give consent?
- Is the behaviour reflective of natural curiosity, experimentation or age expected development?
- Does the behaviour involve children who are of or a similar age, developmental ability or maturity?
- Is the behaviour excessive, aggressive, coercive, degrading or threatening?
- Is there a power imbalance?
- Is the behaviour unusual for that particular child?
- Is the incident a one off or a sustained pattern of behaviour / abuse?
- Is the behaviour occurring in a public or private space?
- Are other children showing signs of alarm or distress as a result of the behaviour?

The DSL should utilise assessment methods such as the revised [Brook Sexual Behaviours Traffic Light Tool](#) (requires training in order to access).

The assessment made by the DSL should determine whether the incident is:

1. **Behaviour assessed as “healthy” sexual exploration which is age/stage appropriate.**
This can result in no further action other than generic preventative work undertaken with a whole class or year group, or a conversation about the behaviour.
2. **Sexual behaviour assessed as being inappropriate but not harmful or abusive** (behaviour consensual, no marked power differential, no indication of any coercion)
Staff should discuss the behaviour with the parents and plan a management strategy to address the behaviour. Consideration might also be given to supporting parents/carer in making a referral to another agency. When assessing child to child behaviour the needs of both young people must be taken into consideration as both may be ‘children in need’ and a referral to Children’s Services, with consent of parents for an assessment of need may be considered.
3. **Sexual behaviour assessed as being inappropriate and when put together with other information might be an indication that the child displaying inappropriate behaviours may be experiencing sexual abuse.**
Staff should discuss the incident with Children’s Services in order to determine next steps. This could result in the school making a Child Protection referral to Children’s Services (Section 47)
4. **Sexual behaviour which constitutes child on child abuse and may also be a criminal offence.**
Staff should follow the setting’s procedures set out in their Child Protection policy and discuss with the parents/carers of the child alleging assault and support them if they wish to make a formal complaint to the police. Staff will need to decide if the incident is so serious that they need to inform the police regardless of the victim or family’s wishes, and decide when to speak with the parents/carer of the young person who instigated the behaviour. Schools should also refer to the advice “[When to call the Police; guidance for schools and colleges](#)”.

The assessment may conclude that the alleged behaviour meets more than one outcome.

Summary

- If the school becomes aware that a child is displaying inappropriate sexualised behaviour, an assessment should be made as to whether or not the behaviour is harmful or abusive
- If the behaviour is inappropriate but not thought to be harmful or abusive, the school should speak to the parent or carer to devise a consistent strategy to manage the behaviours, eliminate any medical reasons underpinning the behaviours, and consider a possible referral to other agencies (e.g. CAHMS, Educational Psychologist, YPAS, Brook, Children’s Services, etc.)
- If the behaviour is thought to be harmful or abusive, a discussion should take place with Children’s Services and/or Police (if a crime may have been committed) to determine next steps – e.g. informing parents, investigation, and Police involvement

Sexually Problematic Behaviour Pathway

School DSL considers identified behaviours:
What behaviour is observed, how often, when, where, to whom, are there any triggers?

Review identified behaviours against Brook Sexual Behaviours Traffic Light Tool to determine if the behaviour is green, amber or red

www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

This will help to make informed decisions about safeguarding, assess and respond to need and distinguish healthy sexual development from problematic or harmful behaviours.

Is the behaviour 'Green'?

These behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. If however, concern exists schools may wish to gather further information, discuss or seek advice.

Seek advice from local Agency leads:

Educational Psychologist
CAMHS
Brook
YOS/YOT
Health

Is the behaviour 'Amber'?

These behaviours have the potential to be outside of safe and healthy behaviours. They signal the need to take notice and gather information to assess the appropriate action.

Is the behaviour 'Red'?

These behaviours are outside of safe and healthy behaviours and indicate a need for immediate intervention and action. If however, the behaviour is already, known, understood and safely managed then further action may not be necessary.

Review the needs of the child against the LSCP thresholds
<https://liverpoolscp.org.uk/scp/lscp-levels-of-need/lscb-responding-to-need>

Multi-agency working is vital under an EHAT, Child in Need or Child Protection Plan. Consult with Careline as appropriate. Implement social care escalation processes as appropriate.

Complete a **Risk Assessment Plan** to determine:

- Is further **assessment** needed?
- How can school **manage and support** the young people involved, and **reduce the risk**?
- Identify agencies to provide **intervention** e.g. EPS/CAHMs/Brook

Review with other agencies the multi-agency plan (EHAT, CIN, CP)

Review the impact of the intervention in terms of decreasing severity, frequency and persistency.

Is a referral to the Fair Access Panel required?

Managing inappropriate, problematic, harmful or abusive sexual behaviour in a school setting

Where inappropriate sexualised behaviour is identified it may not always be appropriate or necessary to make a referral to another agency. Even in cases where pupils have been convicted of an offence, they still have to be educated and managed in a school, unless the assessed risk they present to others in the education establishment is too high and other arrangements have to be made.

When there has been a report of alleged sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator, including any risk posed both from them and to them; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the setting should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe. Schools may wish to refer to this plan as a “safety plan” in order to de-stigmatise.

When devising a plan for the instigator of inappropriate behaviour, the wishes and feelings of any child who has been involved in or affected by this sexualised behaviour must also be taken into account, especially if both pupils are attending the same school.

School staff have often expressed concerns about managing sexualised behaviours as they feel under pressure from parents, governors and other professionals. The sexual nature of the behaviours can disempower teachers who are highly skilled in managing all kinds of difficult and challenging behaviours. Consideration to training school staff on awareness, identification and management can help to demystify this area of work and raise their confidence in dealing with situations.

When managing individual cases, consideration should be given to:

- Information exchange within the school
- The physical structure of the school, any vulnerable areas identified e.g. toilets, stairwells, playground
- Travel arrangements to and from school, especially if school transport is used
- Supervision – during “out of class” or unstructured time e.g. lunch time, school clubs and more vulnerable situations such as swimming, school trips and work experience
- Identifying a mentor/safe place for the victim
- Identifying a mentor for the young person displaying sexualised behaviour
- Establishing a monitoring and recording system to evaluate whether management strategies are effective
- Establish communication with parents/carers and other agencies to ensure effective interagency working
- The PSHE/RSE curriculum
- Training in managing sexualised behaviour for staff
- If the case is due to go to court, liaison with the Police and/or Youth Offending Team and ensure a risk assessment is undertaken to assess the risk the individual presents to the school community and identify any particular needs of the individual/s making the complaint.

In order to be effective the school risk assessment / management plan / safety plan must:

- Be agreed with the child and family

- Be regularly reviewed – in line with an agreed timescales included in the plan
- Be tailored to the specific details of an individual case
- Consider any special needs a child may have
- Have limits and controls that can be easily implemented
- Be supported and informed by relevant professionals working with the child

A good risk assessment / management plan / safety plan should:

- be proportionate and not stigmatise the child/ren allegedly responsible for or affected by the behaviour
- set out all relevant background information
- set out any relevant information regarding the children concerned
- include the wishes and feelings of all of the children involved
- identify and assess the nature and level of risk that is posed and/or faced by the child/ren in school
- set out the steps and controls that can be put in place to reduce or manage any risk
- set out how to ensure that the child/ren reportedly affected by the alleged behaviour feel(s) supported
- set out how to manage the child's/children's behaviour
- consider whether restorative action would be appropriate and, if so, how best to take such action, bearing in mind the specific needs of the child/ren concerned, and the appropriateness of any such action given the nature and seriousness of the concern(s) or allegation(s). Advice should be taken from children's social care, specialist sexual violence services, and the police where they are involved (proposed restorative action could otherwise jeopardise a police investigation)
- consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of the child/ren, drawing on local statutory, private and/or voluntary services as appropriate
- decide whether the behaviour is of such high risk that suitable controls cannot be put in place within the school setting which would enable it to be adequately managed. In this case consideration will need to be given to alternative plans for the child/ren presenting the alleged behaviour
- ensure the principle that any child who is reported to have experienced HSB should not have restrictions or controls placed on them as a result of another child's alleged behaviour should be given priority consideration
- identify and consider how to build on strengths and positive aspects that the/each child possesses and/or is exposed to
- assess any risks that are posed and/or faced by the wider school community (including all other students and, where appropriate, staff and parents) and identify any steps that the school can take to mitigate these risks
- consider managing confidentiality for children affected by the alleged behaviour
- set out the steps needed to implement the safety plan, including how to communicate with and what information should be shared with relevant staff members – in the strictest confidence – so that they are able to implement the actions set out in the plan and safeguard the children concerned appropriately
- be reviewed at regular intervals, or if there is a change in perceived risks or circumstances

Guidance on the issue of exclusion

There is no definitive guidance on this but Governors and Senior Leaders should refer to the document [Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion](#) and must be aware that any decision made may be open to legal challenge, particularly with regard to Human Rights legislation. Schools can also refer to the Merseyside Violence Reduction Partnership document [Additional Guidance When Considering Permanent Exclusion](#).

Any sexual offence or sexually inappropriate behaviour must be dealt with in line with the school's behaviour policy. Where a pupil's behaviour results in a serious breach of this policy, or the pupil is persistently breaching the policy by repeating this behaviour, the school may decide to exclude the pupil, either on a fixed term or permanent basis. A permanent exclusion should only take place where behaviour is sufficiently serious and

allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

It is important to note that permanent exclusion can only be justified if both limbs of this test are satisfied i.e. (a) the behaviour is sufficiently serious and (b) the pupil remaining in school could seriously harm the education or welfare of them or of others. There may be circumstances in which sexually inappropriate behaviour is not sufficiently serious to justify permanent exclusion, however there are potential welfare risks to the perpetrator and/or the victim if they remain in the same school. In such circumstances it is the school's responsibility to put in place such control measures as are necessary to protect the welfare of both perpetrator and victim. Off-site education or transfer to another school as part of a "managed move" may be possible options, however this will need the consent of the pupil's parents. There is no general rule as to whether it is beneficial or otherwise for the perpetrator (or the victim) to be moved to a different school. This should be assessed on a case by case basis, and may depend on the support available to the perpetrator from the school and appropriate external agencies.

An overview of the research of child on child sexual abuse, sexual violence and sexual harassment

The age of criminal responsibility is 10 years in the UK and young people who are found guilty or cautioned for sexual offences will be required to register their address on the Sex Offenders Register.

- Sexual abuse is perpetrated by all classes and both genders
- Most victims know their abuser
- Children with disabilities tend to be more compliant and dependant and are therefore more likely to be abused than assertive children
- Young people also commit sexual abuse
- 1 in 3 of all reported child sexual assaults are perpetrated by young people (*Horne et al 1991*)
- 50% of adult sex offenders report the onset of sexual offending during adolescence (*Abel et al 1985*)
- Gene Abel's study of adult prisoners convicted of sexual abuse found that on average perpetrators had committed 380 offences
- Behaviours range from 'flashing' to rape and are estimated to have been experienced by between 1 in 4 and 1 in 10 people

Perpetrators of child sexual abuse

- 50% + Adult males
- 5 – 20% + Adult females
- Between 23-40% of all alleged sexual abuse of children and young people is perpetrated by other young people, mainly adolescents
Home Truths about Child Sexual Abuse Itzin 2000; Preventing Child Sexual Abuse Smallbone 2008; Myths and Facts about Sex Offenders Center for Sex Offender Management 2000; Harmful sexual behaviour NSPCC 2013
- The majority of perpetrators sexually assault children known to them, with about 80% of offences taking place in the home of either the offender or the victim
Grubin, 1998
- 92.5% of adult perpetrators were aware of an interest in children by 21 and 67.5% had offended by the age of 21
Sullivan and Beech, 2004

Statistics relating to young people's experience of sexual violence and/or harassment

- A number of large scale surveys find girls consistently reporting high levels of sexual harassment and sexual violence in schools and colleges

Women and Equalities Committee Report 2016, Paragraph 13

- 64% of girls aged 13-21 had experienced sexual violence or sexual harassment at school or college in the past year. This included 39% having their bra strap pulled by a boy and 27% having their skirts pulled up within the last week.

Girlguiding's Girls' Attitudes Survey 2017

- Over a third (37%) of female students and 6% of male students at mixed-sex schools have personally experienced some form of sexual harassment at school.
- Almost a quarter (24%) of female students and 4% of male students at mixed-sex schools have been subjected to unwanted physical touching of a sexual nature while at school.

National Education Union & UK Feminista "It's just everywhere":

A study on sexism in schools – and how we tackle it 2017

- Girls (14%) were significantly more likely than boys (7%) to report that their partner had pressured them to share nude images of themselves in the last year.

Project DeSHAME "Young people's experiences of online sexual harassment" 2017

- Girls are significantly more likely to be victimised with unwanted sexual messages and images from their peers online, with 31% of female respondents aged 13-17 years saying they had experienced this in the last year compared to 11% of male respondents.

Project DeSHAME "Young people's experiences of online sexual harassment" 2017

- In 2016/17 the NSPCC ChildLine service provided over 3000 counselling sessions to children and young people concerned about being sexually assaulted by their peers.

'Is this sexual abuse?' NSPCC Helplines report; Peer sexual abuse 2018

Summary

Statistics are significant as a large proportion of adult offenders of child sexual abuse had already abused by the time they reached adulthood. This means that they offended when they were a child themselves. This combined with the fact that victims of sexual abuse as a child recognised that the perpetrator was a child themselves means the response to peer on peer sexual violence or harassment is absolutely key to preventing further incidents.

Sexualised Behaviour Risk and Support Management Plan

Parents and the young person concerned should be part of the plan, along with key agencies / professionals involved. Schools may wish to discuss the behaviours with other professionals involved with a child or family as part of their assessment process. This may also include consultation with relevant Early Help teams, School Improvement Liverpool officers or with Children's Services and/or the Police.

School should also utilise assessment methods such as the revised [Brook Sexual Behaviours Traffic Light Tool](#) (requires training in order to access).

School name					
Name of pupil					
Date of birth		Year group / class			
Date of plan		Date of next review			
ATTENDEES:					
NAME	ROLE	AGENCY	Attended	Consulted but did not attend	Report provided?
APOLOGIES:					

In order to identify areas of vulnerability and risk, the following areas and questions should be considered during the assessment. The plan should then look to set limits that aim to reduce the potential risk and allow all parties their right to access education in a safe and supported way.

Staffing and school environment issues:
<p>Staffing:</p> <ul style="list-style-type: none"> What staff are involved in teaching and/or supporting the child / young person? Who is currently aware of concerns about the problematic sexual behaviours? Do other staff need to be aware and if so, how will this be managed? How will confidentiality be maintained? What is the current level of supervision and is this appropriate? Is the level of supervision required achievable in the current circumstances? Are all staff aware of the level of supervision required? How will this be communicated? Who is responsible for discussing the child / young person's risk and needs with other staff? Has a key person for all children involved been identified? Who is this? What has been explained to them and how do the children know who this is?
<p>Notes:</p>
<p>School Environment:</p> <ul style="list-style-type: none"> Are there areas within the school and grounds that are unsupervised or out of line of vision? Are these areas out of bounds? How can we be sure any risk in these areas is minimised?

<ul style="list-style-type: none"> • Are there any other building issues that may increase risk? e.g. building works, nursery or primary school located in the same building, communal playground, communal toilets, secluded areas, etc. What can be done to minimise the risks? • Have children specified any areas of the school which make them feel vulnerable or unsafe? • Are there any off site visits, trips or activities which need to be considered as part of the plan?
Notes:
In the classroom:
<ul style="list-style-type: none"> • What are the wishes and feelings of the children involved? How will these impact on the plan? • Are the victim and alleged perpetrator in the same class or classes? Can the situation be managed by school? Can they be kept separate? How can this happen? How does the victim feel about this? • Has the child / young person engaged in any inappropriate behaviour within the classroom setting now or previously? If so, what were the circumstances? • Who else in the class may be vulnerable and why? • Is the level of supervision in the class adequate? • How much information does the class teacher and any others responsible for the child / young person have about the young person's behaviours, risks and needs? • Are there particular times when the young person seems more relaxed and content? • Are there particular times where the child / young person seems unhappy, upset, distracted, irritable or distressed? • Can extra support / supervision be put in place during difficult times? • Are the seating arrangements satisfactory? • Are there times when the child / young person is allowed to leave the class during lesson time? • Are there times when other adults are in the class besides the class teacher? • Is the classroom environment free of any confusing sexual images and behaviours? • How is RSE / PSHE managed and does the child / young person need further information? • Does the class teacher need to be able to talk to the child / young person about their problem sexual behaviours? If so, what level of support will the teacher require? • Are there particular areas of risk in the class e.g. when the teacher is occupied with other pupils, and how can this be managed? • Is this case open to the Police? If so, seek advice on what can be discussed / disclosed to staff.
Notes:
Unsupervised times or transitions:
<ul style="list-style-type: none"> • Have there been concerns about the child / young person's sexual behaviours outside the classroom? If so, who were the behaviours directed to and in what circumstances? • What children may be particularly vulnerable and how can this be managed? • What level of supervision is there when the child / young person is going between classes, at lunch times, at break times and at the start and end of the day? Is this adequate and appropriate? • If more supervision is required, how will this be achieved? • Are there particular rules required for going to the toilet? • Are there rules about showering, dressing and undressing for PE that needs to be considered? • Are there rules about physical contact during play that needs to be considered? • Is the environment free of any confusing sexual images, messages and behaviours e.g. access to computers, magazines, etc.? • Are the right staff aware of the child / young person's level of supervision required? • Has the child / young person got a history of absconding / truanting? • How do they get to school? Does someone meet them or take them to and from school? • Is their journey to / from school supervised? Is this required?

<ul style="list-style-type: none"> Is school transport used? What information should be shared with transport?
Notes:
Whole school considerations:
<ul style="list-style-type: none"> Who else in the school may be vulnerable and need consideration as part of the plan, and why? Other pupils / the wider school community? Siblings? Extended family? Staff? Do these people need additional support? Are other children aware of the behaviour? If so, how can this be managed and confidentiality maintained? Could bullying become an issue? Are there any wider RSE / PSHE lessons that can be effectively delivered to all pupils?
Notes:
Individual needs:
Victim/s:
<ul style="list-style-type: none"> What has been the impact on the victim? What are their wishes and feelings? How will these impact on the plan? Are the victim and alleged perpetrator in the same class or classes? Can the situation be managed by school? Can they be kept separate? How can this happen? How does the victim feel about this? Are there any ongoing Police matters that school need to take into consideration? What specific work could be needed with the victim/s? Are school able to complete this work? Is a referral to another agency required? If necessary, has the victim/s been referred to the local SARC? Has a key person been identified for the child / young person and how have they been briefed?
Notes:
Alleged instigator of the inappropriate, problematic or harmful sexual behaviour:
<ul style="list-style-type: none"> What are the wishes and feelings of the child / young person? How will these impact on the plan? Are there concerns or risks relating to other members of the family? Does the school need to refer to Children's Services or consider Early Help? Has this already happened? What was the outcome? Is there any evidence or grounds to believe that the child who is suspected or alleged to have sexually harmed, has also been the victim of abuse themselves? Are there any ongoing Police matters / investigations that school need to take into consideration? Are there any bail conditions? Are the victim and alleged perpetrator in the same class or classes? Can the situation be managed by school? Can they be kept separate? How can this happen? Is there any specific work required with the instigator? Is this work the school is able to undertake? Is referral to another specialist agency required? Can work be completed at this stage? What work has historically been undertaken (as part of general RSE / PSHE, or previous targeted work)? Has the child / young person got a history of truanting / absconding? How do they get to school? Is their journey to and from school supervised? Is this required? What information about the incident/s is known by the school community (fellow pupils and wider community)? How can this be managed? Are there any measures required in order to protect the child, prevent any possible incidents and maintain confidentiality? Has a key person been identified for the child / young person and how have they been briefed?
Notes:

Safeguarding Risk Assessment Template

Name						Date of Risk Assessment					
Safeguarding issue identified	Possible impact	Current management issues	Level of Risk <i>Assessment of risk with current control measures in place</i>			Additional safeguarding solutions	New Level of Risk <i>Assessment of residual risk with all control measures in place</i>			Target Date	Review Date
			Likelihood (probability)	Impact (Severity)	Current Risk Rating		Likelihood (probability)	Impact (Severity)	Current Risk Rating		

Likelihood	High	3	6	9
	Medium	2	4	6
	Low	1	2	3
		Low	Medium	High
	Impact			

Please ensure that any targets within the plan are SMART
Specific, Measurable, Achievable, Realistic and Timely

Signed _____

Role _____