

APPENDIX A – SPECIFIC FORMS OF ABUSE AND SAFEGUARDING ISSUES

Issues covered in this annex:

- Children and the court system
- Children missing from education (CME)
- Children with family members in prison
- Child criminal exploitation (CCE)
- Child sexual exploitation (CSE)
- County lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse
- FGM
- Forced Marriage
- Preventing radicalisation
- The Prevent Duty
- Channel
- Child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment

Children and the court system

- Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12–17-year-olds.
- The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.
- Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up on the same day with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the provision as soon as possible if the numbers change. We maintain close links with mainstream school places to ensure that attendance is shared, and a joint response undertaken.

In response to the guidance in Keeping Children Safe in Education (2024), Reboot Education has:

1. Staff who understand what to do when children do not attend regularly.
2. Procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to ensure the local authority are informed when we are aware of pupils who:
 - a. leave school to be home educated.
 - b. move away from the provision's location.
 - c. remain medically unfit beyond compulsory school age.
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded.

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Children with family members in prison

- Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE)

- CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.
- The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.
- CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.
- Some of the following can be indicators of CCE:
 - children who appear with unexplained gifts or new possessions;
 - children who associate with other young people involved in exploitation;
 - children who suffer from changes in emotional well-being;
 - children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and children who regularly miss school or education or do not take part in education.
- The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

- CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). CSE is a form of child sexual abuse.
- Indicators of CSE may include:
 - Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
 - Gang-association and/or isolation from peers/social networks;
 - Exclusion or unexplained absences from school, college or work;
 - Leaving home/care without explanation and persistently going missing or returning late;
 - Excessive receipt of texts/phone calls;
 - Returning home under the influence of drugs/alcohol;
 - Inappropriate sexualised behaviour for age/sexually transmitted infections;
 - Evidence of/suspicions of physical or sexual assault;
 - Relationships with controlling or significantly older individuals or groups;
 - Multiple callers (unknown adults or peers);
 - Frequenting areas known for sex work;
 - Concerning use of internet or other social media;
 - Increasing secretiveness around behaviours; and
 - Self-harm or significant changes in emotional well-being.
- Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

 - Having a prior experience of neglect, physical and/or sexual abuse;
 - Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);

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- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners.

County lines

- County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".
- Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
- Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
- One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Serious Violence

- Staff are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.
- Staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Domestic abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition: The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- a. physical or sexual abuse;
- b. violent or threatening behaviour;
- c. controlling or coercive behaviour;
- d. economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- e. psychological, emotional or other abuse.

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People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Operation Encompass

- Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to Operation Encompass will have their own arrangements in place.

National Domestic Abuse Helpline

- Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

Homelessness

- Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL/ADSL should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.
- The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.
- In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL/ADSL should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation.
- Further guidance on how Social Care and Housing authorities should work together to prevent 16/17 year olds becoming homeless, and how the duty to refer should operate in this context, can be found in the 'Prevention of homelessness and provision of accommodation for 16 and 17 year old young people who may be homeless and/or require accommodation guidance' – 'Working Together to Safeguard Children 2018.

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So-called 'honour-based' abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Where staff are concerned that a child might be at risk of HBA, they must contact the DSL/DDSL.

Actions

- If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL/ADSL. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.
- Risk factors for FGM include:
 - low level of integration into UK society
 - mother or a sister who has undergone FGM
 - girls who are withdrawn from PSHE
 - visiting female elder from the country of origin
 - being taken on a long holiday to the country of origin
 - talk about a 'special procedure to become a woman'
- Symptoms of FGM:
 - FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out of school to visit an 'at risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.
- Indications that FGM may have already taken place may include:
 - difficulty walking, sitting or standing and may even look uncomfortable.
 - spending longer than normal in the bathroom or toilet due to difficulties urinating.
 - spending long periods of time away from a classroom during the day with bladder or menstrual problems.
 - frequent urinary, menstrual or stomach problems.
 - prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girls return.
 - the reluctance to undergo normal medical examinations.
 - confiding in a professional without being explicit about the problem due to embarrassment or fear.
 - talking about pain or discomfort between her legs

FGM mandatory reporting duty for teachers

- Where there is a disclosure of FGM it is important that staff know what their statutory response should be. Keeping Children Safe in Education (2024), paragraph 44 says 'whilst all staff should speak to the DSL or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.
- Teachers would follow the mandatory reporting procedures as found here - <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version#reporting>

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Forced marriage:

- Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.
- The Marriage and Civil Partnership (minimum age) Act 2022 came into force in February 2023 means that 16- and 17-year-olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.
- The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, of which focus on the role of schools and colleges. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk.
- Any concerns that students may be getting married should be referred to the DSL.

Preventing radicalization:

- Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach.
- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability however, all children can be at risk. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).
- It is however possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL/ADSL making a Prevent referral.

The Prevent Duty:

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the DSL/ADSL.

The DSL/ADSL has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. Staff have also undertaken 'anti-radicalisation and prevent awareness' training.

Safer Recruitment training has been carried out by leaders, managers and those responsible for governance.

Reboot Education works alongside safeguarding partnership in the area, including the police, Suffolk Safeguarding Partnership and details of our single point of contact (SPOC) for prevent. Information sharing protocols are in place allowing us to timely share relevant information with prevent partners.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

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Recognising Extremism:

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour.
- online searches or sharing extremist messages or social profiles.
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others.
- verbalising anti-Western or anti-British views
- advocating violence towards others

Channel:

- Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the provision may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at <https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

Additional support:

- The department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support. The Prevent Duty: Safeguarding learners vulnerable to radicalization can be found at <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>
- Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.
- 'Let's Talk About It' is an initiative designed to provide practical help and guidance to the public in order to stop people becoming terrorists or supporting terrorism.
- Act early – provides support and guidance if you have concerns someone is expressing extreme views or hatred which could lead to them harming themselves or others.
- The government provides online training in The Prevent Duty where you can learn about different forms of extremism and terrorism; the risk around radicalization, making a prevent referral and the interventions and support available.

Child on child abuse:

- Children can abuse other children, and this can happen both inside and outside of school. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to): abuse within intimate personal relationships; bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with child-on-child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. We recognise that it is more likely that girls will be victims and boys perpetrators, but that all child on child abuse is unacceptable and will be taken seriously.
- At Reboot Education, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under our Behaviour Policy. Staff can recognise the indicators and signs of child-on-child abuse and know how to identify it and report it via our systems.
- All staff are clear on the provision's policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

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- There are systems in place for children to confidently report abuse, knowing their concerns will be treated seriously. There are clear processes in place to support victims, perpetrators and other children affected by child-on-child abuse.
- Behaviour incident logs are regularly reviewed to help identify any changes in behaviour and/or concerning patterns or trends at an early stage.

All staff recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

Occasionally, allegations may be made against students by others in the provision, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil.
- is of a serious nature, possibly including a criminal offence.
- raises risk factors for other pupils in the provision.
- indicates that other pupils may have been affected by this student.
- indicates that young people outside the school may be affected by this student.

At Reboot Education, we will support the victims of child-on-child abuse.

In cases of sharing nudes and semi-nudes (previously known as sexting) we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCIS) published in 2020: 'Sharing nudes and semi-nudes'.

Sexual violence and sexual harassment between children in schools and colleges:

Context

- Sexual violence and sexual harassment can occur between two or more 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.
- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously, kept safe and not made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment, and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.
- Staff should be aware of the importance of:
 - making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
 - not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
 - challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
 - dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

- All Reboot Education staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Staff maintain an attitude of 'it could happen here'. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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.

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

Educating pupils about consent includes teaching them basic facts such as:

- a child under the age of 13 can never consent to any sexual activity.
- the age of consent is 16.
- sexual intercourse without consent is rape.

Sexual harassment

- When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- 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
 - displaying pictures, photos or drawings of a sexual nature;
 - upskirting and;
 - online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of sexual images and videos;
 - sharing of unwanted or explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including on social media;
 - sexual exploitation; coercion and threats;
 - coercing others into sharing images of themselves or performing acts they are not comfortable with online.

Our staff are aware that 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.

Understanding behaviour:

We understand that all behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

Sexual Behaviour:

Simon Hackett has proposed the following continuum model to demonstrate the range of sexual behaviours presented by children, which may be helpful when seeking to understand a pupil's sexual behaviour and deciding how to respond to it.



A continuum of children and young people's sexual behaviours (Hackett, 2010)

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Upskirting:

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

The response to a report of sexual violence or sexual harassment:

- The initial response to a report from a child is important. It is essential that all victims are 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.
- If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the DSL/ADSL.
- Following a report of sexual violence or sexual harassment, the safeguarding team will ensure they are supported in dealing with this by following the guidance in Part 5 of Keeping Children Safe in Education (2023).
- The DSL/ADSL will take lead on dealing with the disclosure and decide on actions to be taken moving forward. This could include writing risk assessments with actions required to make the location safer; it could also involve identifying any necessary support for siblings.

Additional advice and support:

Abuse

- What to do if you're worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance - Home Office (HO)
- Faith based abuse: National Action Plan - DfE advice
- Relationship abuse: disrespect nobody - Home Office website

Bullying

- Preventing and Tackling Bullying - DfE advice
- Cyber bullying: advice for Head Teachers and school staff - DfE advice

Children missing from education, home or care

- Children missing education - DfE statutory guidance
- Child missing from home or care - DfE statutory guidance
- Children and adults missing strategy - Home Office strategy

Children with family members in prison

- National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- Trafficking: safeguarding children - DfE and HO guidance

Drugs

- Drugs: advice for schools – DfE and ACPO advice
- Drug strategy 2017 - Home Office strategy
- Information and advice on drugs - Talk to Frank website
- ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention - Website by Mentor UK

"Honour Based Abuse" (so called)

- Female genital mutilation: information and resources- Home Office guidance
- Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance

Health and Well-being

- Fabricated or induced illness: safeguarding children - DfE, DH, HO
- Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England
- Medical-conditions: supporting pupils at school - DfE statutory guidance.
- Mental health and behaviour - DfE advice.

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Homelessness

- Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance.

Online

- Sharing nudes and semi-nudes' - UK Council for Internet Safety.

Private fostering

- Private fostering: local authorities - DfE statutory guidance.

Radicalisation

- Prevent duty guidance- Home Office guidance.
- Prevent duty: additional advice for schools and childcare providers - DfE advice.
- Educate Against Hate website - DfE and Home Office advice.
- Prevent for FE and Training - Education and Training Foundation (ETF).

Upskirting

- Upskirting know your rights – UK Government

Violence

- Gangs and youth violence: for schools and colleges - Home Office advice.
- Ending violence against women and girls 2016-2020 strategy - Home Office strategy.
- Violence against women and girls: national statement of expectations for victims - Home Office guidance.
- Sexual violence and sexual harassment between children in schools and colleges - DfE advice.
- Serious violence strategy - Home Office Strategy.

APPENDIX B – ALLEGATIONS AGAINST STAFF

Reboot Education operates a culture of openness and transparency in all matters including safeguarding.

If you have a concern that a person who works with children and young people may have behaved inappropriately or you have received information that may constitute an allegation you must speak to one of the Directors as soon as possible. They will then contact the LADO for advice and next steps.

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APPENDIX C

Reboot Education: Early Help Offer	
SSCB website.	Important information for parents and professionals across Suffolk in relation to keeping children safe and avenues of support including early help options. http://www.sscb.org.uk/ (Suffolk Safeguarding Children's Board)
Helping pupils know where to go for help if they need help.	Information on where pupils can get help include: Samaritans national contact ring Freephone: 116 123 (UK) Childline: 0800 1111 Young Minds www.youngminds.org.uk (web based support for young people and parents/carers) PAPYRUS: www.papyrus-uk.org Provides confidential help and advice to prevent suicide in young people. Tel HOPELineUK: 08000 0684141 Text: 07860 039967 Chat Health – School Nurse Service: 07507333356
Online safety	www.ceop.police.uk www.nspcc.org.uk www.esafety-adviser.com
Whistle blowing	If a member of staff is concerned about the conduct or behaviour of another member of staff, visitor or volunteer, they report it immediately to the Directors. If the concern is about the Directors, then they will inform the LADO.
Link to mental health services	Reboot Education has its own Mental Health First Aider and works closely with mental health services. Through our links, we are able to help with all aspects of well-being including support during transitions such as reintegration back to school, and how to manage exam anxiety. We often provide advice and guidance to school staff on how to support children and young people with complex mental health difficulties and can undertake initial assessments and provide evidence to support a request for appropriate provision.
Bullying (including cyberbullying) /child death/suicide/ prevention	All Suffolk schools are committed to tackling bullying. We want to know immediately if there any issues with bullying at RT so that it can be addressed. It could be that bullying is related to a child's home-school. Staff can contact the school if parents do not feel comfortable doing so. We can also offer bespoke lessons on anti-bullying for anyone who has suffered bullying to encourage behaviours that might avert it in the future (e.g. assertiveness) or to boost self-esteem. In serious cases of bullying parents should contact the police; particularly if there are threats involved. In an emergency call 999 or 101. Other sources of help and advice are: http://www.suffolksp.org.uk (Suffolk Safeguarding Partnership) and http://www.familylives.org.uk Education about bullying is an integral part our programme.
Suffolk Local Offer	Services for children and young people in Suffolk (aged 0-25) with special educational needs and disabilities https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0
Suffolk Safeguarding	The Multi-Agency Safeguarding Hub (MASH) The MASH can advise on whether a family needs early help or whether they meet the threshold for statutory child protection. Call Customer First on 0808 800 4005. To make a referral to the MASH please use the multi-agency referral form found on the online portal. DSL/ADSLs can also seek additional advice and guidance from the MASH professional consultation line.

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Child Sexual exploitation (CSE)	<p>National 24/7 CSE helpline launched for children and young people: Call or text 116 000.</p> <p>A new helpline has been launched to enable children and young people to discuss any concerns relating to CSE themselves or a friend at any time. The new helpline is open 24 hours, 365 days per year.</p> <p>Any concerns that a child is being sexually exploited should be discussed with the DSL/ADSL in the first instance. The CSE screening toolkit for professionals (can be located on the Suffolk Safeguarding Partnership website: www.suffolksp.org and should be completed if CSE is suspected. Clear information about CSE and warning signs can be found in the on the same website. Referrals should be made to Suffolk MASH Team (see above).</p> <p>Further information: PACE UK (Parents Against Child Sexual Exploitation) www.paceuk.info</p>
Domestic violence and abuse	<p>For more information please refer to the following website http://www.suffolksp.org.uk/safeguarding-topics/domestic-abuse-and-violence/</p>
Teenage relationship abuse	<p>All violence or suspected violence in teenage relationships should be reported to via the DSL/ADSL.</p>
Fabricated illness	<p>For information on behaviours and motivation behind FI: https://www.suffolksp.org.uk/fabricated-illness#gsc.tab=0</p>
Female genital mutilation (FGM)	<p>Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal or the external female genitalia. FGM is illegal in the UK and as of October 2015 mandatory reporting commenced. If staff discover that an act FGM appears to have been carried out on a girl under 18 years old there is a statutory duty to report it to the police.</p> <p>Read http://www.nhs.uk/Conditions/female-genital-mutilation for NHS information and signs of FGM. Any suspicion of FGM should be referred to the Police and social care.</p> <p>All staff have received training on FGM.</p>
Forced marriage / Honour based abuse	<p>Suffolk Safeguarding Partnership information can be found at https://suffolksp.org.uk/safeguarding-topics/forced-marrage/</p> <p>Call 999 (police) in an emergency.</p> <p>Please see 'Multi-Agency Practice Guidelines- Handling cases of Forced Marriage' for more information and detail: https://www.gov.uk/forcedmarriage.</p> <p>All staff must be aware of this, that is they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.</p> <p>Prevention - www.freedomcharity.org.uk The Freedom Charity (UK charity) have a helpline, text facility and app which can be downloaded to help to provide support</p>
Gender-based violence/ violence against women and girls	<p>Home office policy tackling violence against women and girls – July 2021. Suffolk Rape Crisis https://srchelp.org.uk Tel: 01473 231200.</p>
Private fostering	<p>Suffolk County council website information on private fostering. https://www.suffolk.gov.uk/children-families-and-learning/keeping-children-safe/private-fostering</p> <p>A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for 28 days or more, by someone who is not their parent, guardian or a close relative. (Close relatives are defined as; step-parents, siblings, brothers or sisters of parents or grandparents).</p>

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Radicalisation and Extremism (PREVENT duty).	Prevention: RT teach traditional British values through the Personal Development and RE Curriculums, and through its pastoral programmes: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of 'Britishness'. Online-safety is an important aspect of the curriculum to keep pupils safe from radicalisation. Pupils need to understand that radicalisation can be a form of grooming online and understand the notion of propaganda. They need to be taught to be discerning about what they read on the internet as the dangers of speaking to strangers online. All RT staff and Trustees have completed Prevent training. Any concerns regarding extremist behaviour must be reported to the DSL/DDSL.
Sharing nudes and semi-nudes (previously known as Sexting)	Prevention: pupils are taught about the dangers and legal implications of sharing nudes and semi-nudes through the PSHE and IT lessons. Advice for schools: UK Council for Internet Safety - GOV.UK (www.gov.uk) Further information can be found at: https://www.nspcc.org.uk/keeping-children-safe/online-safety/sexting-sending-nudes/ Childnet: http://www.childnet.com/help-and-advice/sexting Booklet: 'So you got naked online' can be accessed at https://swgfl.org.uk/resources/so-you-got-naked-online/
Child Trafficking and Modern Day Slavery	Trafficking can include a young person being moved across the same street to a different address for the purpose of exploitation. It doesn't have to include people, children or young people being moved great distances. Local information from Suffolk Safeguarding Partnership can be found at: https://suffolksp.org.uk/parents-and-carers/child-trafficking-and-modern-slavery/
Children who run away or go missing	Local procedures can be found on SSP website at: https://suffolksp.org.uk/parents-and-carers/missing-children/
CME (Children missing education) A child missing from education is a potential indicator of abuse or neglect. Keeping Children Safe in Education (2024) has further information on CME which has been read by all RT staff.	Local procedures can be found on Suffolk County Council website at: https://www.suffolk.gov.uk/Children-Missing-Education (CME) refers to 'any child of compulsory school age who is not registered at any formally approved education activity e.g. school, alternative provision, elective home education, and has been out of education provision for at least 4 weeks'. CME also includes those children who are missing (family whereabouts unknown and are usually children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address and either: has not taken up an allocated school place as expected, or has 10 or more days of continuous absence from school without explanation, or left school suddenly and the destination is unknown. It is the responsibility of the Local Authority (LA), to: Collate information on all reported cases of CME of statutory school aged children.
Refugee and Asylum Seeker Support	Ukraine: anti-slavery safeguarding Protecting Ukrainian refugees from the risk of trafficking and being exploited on their arrival in the UK is a priority for councils and is a focus of discussions with the Government. Suffolk Safeguarding Partnership are also engaging on Ukraine specific risks with partners in the anti-trafficking sector whom they work with regularly on wider modern slavery risks and practice. The anti-trafficking charity Hope for Justice have collated a suite of materials that will support organisations working with new arrivals from Ukraine. Councils may also find useful the resources signposted in the recent guidance on modern slavery and homelessness, as well as the resources on the SSP's modern slavery webpage. Further information can be found at: https://suffolksp.org.uk/working-with-children-and-adults/refugee-and-asylum-seeker-support/

APPENDIX D – HARMFUL SEXUAL BEHAVIOUR PROCEDURE

1. Legislative Background and Context

In the Sexual Offences Act 2003, the term Harmful Sexual Behaviour (HSB) covers a wide range of behaviours. HSB can occur online, offline or in a blend of both environments. The term HSB is widely acknowledged in child protection and should be treated in this context.

“Child-on-child” has evolved from the term “peer-on-peer” in recognition that age and development is a factor in making decisions about behaviour. A significant age difference between the children involved in an incident may lead to a decision about the behaviour being harmful or not. For example, this could be an older child’s behaviour towards a pre-pubescent child, or a younger child’s behaviour towards an older child with learning difficulties. It is important that designated safeguarding leads (DSL) and deputy designated safeguarding leads (DDSL) know what is and is not HSB.

DSLs/ADSLs should be involved in planning the curriculum for HSB, planning preventative actions and ensuring a whole-provision culture that tackles HSB, alongside all other forms of abuse and harassment. This template policy provides a basis for an effective approach to managing sexual violence and harassment.

Harmful sexual behaviours can be self-directed, for example, using highly sexualised language, persistent private and or public masturbation, prolifically watching or searching for pornographic content/ age-inappropriate materials. To understand more about the range of behaviours that should be recognised as harmful, please refer to the [NSPCC Harmful sexual behaviour framework](#).

2. What is Sexual Violence?

The following are sexual offences under the [Sexual Offences Act 2003](#):

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. (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 engage 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.)

3. What is Sexual Harassment?

Part 5 in the [Keeping children safe in education statutory guidance \(2024\)](#) states:

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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 (schools and colleges should make clear that when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

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- *Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:*
 - *Consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence.*
 - *Sharing of unwanted explicit content.*
 - *Upskirting (this is a criminal offence).*
 - *Sexualised online bullying.*
 - *Unwanted sexual comments and messages, including, on social media.*
 - *Sexual exploitation; coercion and threats.*

It is important that schools and colleges consider 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.

4. Online

This section is to help staff understand how online content and contact can be an element of, or impact on, the harmful sexual behaviour being displayed. It is important to understand every aspect of the child's life to ensure a rounded response and this will include their online life. The behaviour may also be facilitated by online technologies.

Schools and colleges should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across social media platforms that leads to repeat victimisation. Online concerns can be especially complicated, and support is available from a range of organisations – see the [Helpful Links](#) section below.

In the context of harmful sexual behaviour, children and young people may experience inappropriate contact online and threats. Inappropriate contact could include sexualised communications from peers, adults, or unknown people and or grooming. Online threats can include threats to share nude images or expose personal information. For this reason, schools should ensure they have an effective child protection policy which includes online safety. We suggest that this online procedure is robust, up-to-date and comprehensive. [Our online safety procedure is an example of good practice.](#)

5. Key Documents

[Department for Education: Keeping children safe in education](#)

[Department for Education: Sharing Nudes and Semi-Nudes: Advice for Education Settings working with Young People](#)

[Department for Education: Working together to safeguard children](#)

The [Everyone's Invited](#) website was created with the mission to “expose and eradicate rape culture with empathy, compassion and understanding” and to provide “a safe place for survivors to share their stories completely anonymously”; attracting thousands of testimonials about incidents that occurred in schools in the UK. This highlighted a wide range of abuse scenarios involving children abusing other children. As a result, the then Education Secretary requested a rapid review into sexual abuse in schools and colleges in England. [Ofsted published its findings in June 2021.](#) This led to a series of recommendations for schools, multi-agency partners and government, and resulted in Ofsted making changes to the school inspection handbook.

6. Ofsted's School Inspection Handbook

The school inspection handbook states that Ofsted will look at how leaders ensure that their school's culture addresses harmful sexual behaviour. Inspectors will expect schools to assume that sexual harassment, online sexual abuse and sexual violence are happening in the community, and potentially in the school, even when there are no specific reports, and put in place a whole-school approach to address them.

Schools should have appropriate and well-communicated school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable.

As a part of a school inspection, Ofsted will:

- Request that college leaders supply records and analysis of sexual harassment and sexual violence, including online, to inspectors.
- Speak with groups of pupils, where this helps them to better understand a school or college's approach to tackling sexual harassment and violence, including online.
- Feed this part of the inspection into a judgement of safeguarding and leadership and management. If a school's processes

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are not adequate, Ofsted is likely to judge both their safeguarding practices and leadership and management as inadequate.

- The Independent Schools Inspectorate will also specifically request schools to provide the same records upon notification of inspection, in addition to its current practice.
- Your school's behaviour and safeguarding/child protection policies will likely be checked to see whether they set out clear and effective procedures to prevent and respond to incidents. It will be expected that you have a zero-tolerance approach to all harmful sexual behaviour.

7. Statement of Intent

Reboot Education has a zero-tolerance approach to any harmful sexual behaviour involving children and acknowledges that it could be occurring at our schools and in our school community. We are proactive in our approach to assessing prevalence, responding to incidents and challenging and changing behaviour. This procedure applies to all staff and learners.

Schools and colleges have a statutory duty to safeguarding the children in their setting. We work together to foster an environment that creates healthy relationships for children and young people. Our whole-school approach encourages healthy relationships and works to prevent harmful sexual behaviour. We provide high quality education within the curriculum to reduce the likelihood of the situations occurring.

We recognise that harmful sexual behaviour is harmful to both the child/children affected by the behaviours and the child/children who displayed the behaviour and provide ongoing support for all involved.

Our approach is to treat everything as a safeguarding incident in the first instance - we distinguish between behaviours that are exploratory and part of healthy age and ability appropriate development and those that may be harmful.

As a provision, we provide regular opportunities for staff to understand what harmful sexual behaviours might look like and what they should do in the event of a report. We do this by providing training and regular updates where possible.

We also use the RSHE curriculum to help educate students about these issues as well as regularly remind and promote reporting routes within school to ensure they know what to do should an incident occur.

8. Leaders and Designated Safeguarding Leads (DSLs)

Our leaders and DSLs have ultimate responsibility in dealing with all incidents of harmful sexual behaviour, including online. It is the expectation that all incidents of harmful sexual behaviour/sexual violence and harassment are reported to the school in line with our safeguarding and child protection procedures. We ensure that our DSLs/ADSLs receive appropriate training so that they are confident in Trust safeguarding processes. They know when it is necessary to escalate and have information on what national specialist support is available to support all children involved in harmful sexual behaviour and are confident as to how to access this support when required.

Our DSLs/ADSLs have an in-depth working knowledge of key documentation, particularly KCSIE 2024. We ensure that they receive appropriate specialist training, commensurate with their role, and provide ongoing training for all staff.

It is the role of school leaders and DSLs to ensure that all staff receive training specific to harmful sexual behaviour and that it is included as part of induction.

9. Staff

It is the responsibility of all staff to have read and understood this procedure and associated policies and procedures. All staff must report any incidents or suspected incidents of harmful sexual behaviour in line with our policy and ensure they are informed of the outcome. It is expected that all staff will challenge any harmful sexual language or inappropriate behaviour. Staff have a duty to ensure that the school environment is one which is safe, and which supports learners to understand safe and healthy relationships and appropriate behaviour through delivery of our curriculum.

10. Learners

All learners have the right to learn in a safe, healthy and respectful school environment. Our learners benefit from a broad and balanced curriculum. They are taught about healthy relationships and how and when to report and that a range of different reporting routes are available to them. Our learners are encouraged to report any harmful sexual behaviour, even if they are not directly involved. All learners will be listened to if they make a disclosure and will be treated sensitively - whilst we cannot guarantee confidentiality, their requests will be considered when supporting them.

11. Parents/Carers

We work hard to engage parents and carers by:

- Running regular in school sessions

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- Sharing newsletters
- Sharing information online e.g., website, social media
- Providing curriculum information

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

12. Vulnerable Groups

We recognise that, nationally, vulnerable learners may be more likely to be at risk of experiencing HSB. These include:

- A child with additional needs and disabilities
- A child living with domestic abuse
- A child who is at risk of/suffering significant harm
- A child who is at risk of/or has been exploited or at risk of exploited (CRE, CSE)
- A care experienced child
- A child who goes missing or is missing education
- Children who identify as, or are perceived as, LGBTQI+ and/or any of the other protected characteristics
- Children displaying HSB have often experienced their own abuse and trauma. We work to ensure that any vulnerable learner is offered appropriate support, both within and outside school, sometimes via specialist agencies

13. Training

Through the provision of good quality training and support, we strive to foster in our DSLs/ADSLs a good understanding of HSB. This will form part of their safeguarding training. Supporting them in planning preventative education and measures, drafting and implementing an effective child protection policy and incorporating the approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding. The training includes:

- [Brook traffic light tool](#)
- [NSPCC training](#)
- Whole staff training

Our training strategy supports staff to respond effectively to different types of harassment and sexual misconduct incidents. An assessment of the training needs of all staff will be undertaken regularly and will form the basis of our training strategy. This strategy will be reviewed and evaluated on a regular basis to ensure it is fit for purpose. Training will be made available on an ongoing basis for all staff and students to raise awareness of harassment and sexual misconduct with the purpose of preventing incidents and encouraging reporting where they do occur.

14. Helpful links

Child Exploitation and Online Protection command

CEOP is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of their Child Protection Advisors.

The NSPCC

provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff, and will be especially useful for the designated safeguarding lead (and their deputies).

Specialist Sexual Violence Sector Organisations

You can access support from specialist sexual violence sector organisations such as [Rape Crisis](#) or The [Survivors Trust](#).

The Anti-Bullying Alliance has developed guidance for schools about [Sexual and sexist bullying](#).

The UK Safer Internet Centre

Provides an online safety helpline for professionals at 0344 381 4772 and <mailto:helpline@saferinternet.org.uk>. The helpline provides expert advice and support for school and college staff regarding online safety issues.

Internet Watch Foundation

If the incident/report you are dealing with involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF).

Childline/IWF Report Remove

is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online.

UKCIS Sharing Nudes and Semi-nudes Advice

Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery).

Thinkuknow

from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online.

The Centre of Expertise on Child Sexual Abuse

has developed a range of helpful resources to identify and respond to child sexual abuse, including a [guide for professionals supporting children following incidents of HSB](#).

Lucy Faithfull Foundation

is a UK-wide charity dedicated solely to preventing child sexual abuse. They work to prevent abuse from happening in the first place by working with all those affected including adult male and female abusers

Marie Collins Foundation

Support people to recover from technology assisted sexual abuse in childhood. We do this directly by supporting individuals and their families, and indirectly through advocacy and education.

NSPCC National Clinical and Assessment Service

(NCATS) a national service that offers assessment, treatment, consultation and training for and about children and young people where there are concerns about harmful sexual behaviour

Project deSHAME from Childnet

Provides useful research, advice and resources regarding online sexual harassment.

15. Education

Our educational approach seeks to develop knowledge and understanding of healthy, problematic or sexually harmful behaviours, and empowers young people to make healthy, informed decisions. Our approach is delivered predominantly through personal development with additional opportunities provided through:

- Cross curricular programmes (e.g., using the [ProjectEVOLVE](#) resources)
- Computing

Our approach is given the time it deserves and is authentic i.e., based on current issues nationally, locally and within our setting. It is shaped and evaluated by learners and other members of the Trust community to ensure that it is dynamic, evolving and based on need. We do this through:

- Surveys
- Focus groups
- Parental engagement
- Staff consultation
- Staff training

The following resources are used:

- ProjectEVOLVE - <https://projectevolve.co.uk>

16. Reporting

Our systems are well promoted in order to be easily understood and easily accessible for children and young people to confidently report abuse, knowing their concerns will be treated seriously. All reports will be dealt with swiftly and sensitively and outcomes shared where appropriate. We also respond to anonymous reports, or reports made by third parties.

We also recognise that incidents will not always be reported directly to us, therefore we also train staff to recognise and spot signs of harmful sexual behaviour.

17. Responding to an Incident or Disclosure

We recognise the importance of distinguishing between healthy, problematic and harmful sexual behaviour.

Our response is always based on sound safeguarding principles and follows our safeguarding processes. It is considered appropriate and puts the learner at the centre of all decisions made.

Reboot Education will always adopt a multi-agency approach and seek external support and guidance, in line with policy, if deemed necessary. This may include MASH, Early Help, CAMHS, Police etc.

18. Risk Assessment

Reboot Education may deem it necessary to complete a harmful sexual behaviour risk assessment as part of the response to any reported incidents. The purpose of the risk assessment is to protect and support all those involved by identifying potential risk, both in and out of school (e.g., public transport, after school clubs etc) and by clearly describing the strategies put in place to mitigate such risk.

The risk assessment will be completed following a meeting with all professionals working with the learner, as well as parents or carers. Where appropriate, the learners involved will also be asked to contribute.

The risk assessment will be shared with all staff who work with the learner, as well as parents and carers. It will respond to any changes in behaviour and will be regularly updated and evaluated to assess impact.



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