Child on Child Abuse Policy

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ISS Regulatory Requirements	Part 2. Spiritual, moral, social, and cultural development of pupils - 5(c) - 5(d)(iii) Part 3. Welfare, health, and safety of pupils - 7(a), 7(b), 15, 16(a), 16(b) Part 4. Suitability of staff, supply staff, and proprietors Part 6. Provision of information Part 8. Quality of leadership in and management of schools

Safeguarding at Leicester Therapeutic School

At Leicester Therapeutic School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility, and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Leicester Therapeutic School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Leicester Therapeutic School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Leicester Therapeutic School

At Leicester Therapeutic School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, a differentiated curriculum and a strong focus on developing pupils' personal, social and emotional development. The special educational needs and disabilities of all pupils at Leicester Therapeutic School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

Safeguarding & Child Protection Policy Statement

At Leicester Therapeutic School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "it could happen here" where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school, and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Specific guidance is available to staff within the procedure documents.

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all our pupils.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.

1. Child on child abuse - Context and Definition

It is essential that everyone at Leicester Therapeutic School understands the importance of challenging inappropriate behaviours between children (many of which are listed below) that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

At Leicester Therapeutic School, we encourage and maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. Sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable (KCSIE 2025).

All staff should be aware of safeguarding issues from child-on-child abuse including:

- bullying (including online bullying - misinformation, disinformation (including fake news) and conspiracy theories
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting, and traumatic isolation, intimidation, or violence to the victim.

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the priority of any education setting, but emotional bullying can sometimes be more damaging than physical. The Leicester Therapeutic team, alongside their Designated Safeguarding Lead and/or Deputies, will make their own judgements about each specific case and will use this policy and statutory guidance to help.

2. Responsibility

Keeping Children Safe in Education (KCSIE), 2025 states that:

'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of child-on-child abuse and sets out how allegations of child-on-child abuse will be investigated and dealt with'. It also emphasises that the voice of the child must be heard: 'Governing bodies, proprietors and school leaders should ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.'

Child on child abuse is referenced in Leicester Therapeutic Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with child-on-child abuse, necessitate separate policy guidance. At Leicester Therapeutic School, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

3. Purpose of Policy

The purpose of this policy is to explore some forms of child-on-child abuse. The policy also includes a planned and supportive response to the issues. At Leicester Therapeutic School, we have the following policies in place that should be read in conjunction with this policy:

- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Health & Safety Policy
- Anti-bullying Policy
- Behaviour Policy
- Online Safety Policy
- PSHE & RHE Policy
- Acceptable use of ICT & Internet Policy

4. Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document is Working Together to Safeguard Children 2023, highlighting that every assessment of a child, 'must be informed by the views of the child'. This is echoed by Keeping Children Safe in Education, 2025, through ensuring procedures are in place in at Leicester Therapeutic School to hear the voice of the child.

5. Abuse and harmful behaviour

It is necessary to consider:

- What abuse is and what it looks like
- How it can be managed
- What appropriate support and intervention can be put in place to meet the needs of the individual
- What preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required.

- Children are vulnerable to abuse by other children. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- Children can abuse other children. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals and online abuse.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before acting.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and need protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

6. Types of abuse

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

Physical abuse - This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including genuine accidents, before considering the appropriate action and or consequence.

Sexual violence and sexual harassment - This must be referred to the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead immediately.

They will give consideration as to whether to:

- Manage internally
- Refer to Early Help
- Complete a MASH referral
- Report to the police

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour, and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Sexually harmful behaviour may include:

- Inappropriate sexual language
- Inappropriate role play
- Sexual touching
- Sexual assault/abuse
- Online Sexual abuse.

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";
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviour risks, normalising them

Upskirting - where someone takes a picture under a person's clothing (not necessarily a skirt) without 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. Further information including an evidence-informed operational framework for children and young people displaying harmful sexual behaviours can be found here:

Bullying - Bulling is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both, pupils who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must include:

- An Imbalance of power - children who bully use their power such as physical strength, access to embarrassing information, or popularity to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

- Repetition - Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Online Bulling - Online Bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass, threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms:

- Emotional abuse – Online
- Sexual abuse – Online
- Abusive or threatening texts, emails, or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumors online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms, or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

Sharing nude or indecent imagery - The term 'Sharing nudes and semi-nudes/sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

This must be referred to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead immediately.

The DSL will follow the UKCIS: Sexting in schools and colleges 2024 guidance:

Initiation/Hazing - Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour - The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class), sexual identity or gender reassignment.

Teenage relationship abuse - teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

At Leicester Therapeutic School, Staff will consider the seriousness of the case and make a timely decision whether to inform the Designated Safeguarding Lead / Deputy Designated Safeguarding Leads immediately. All staff must be confident to recognise child on child abuse and refer concerns to the DSL / DDSL who will conduct the following actions as required.

7. Recognising child on child abuse

An assessment of an incident between children should be completed considering the following areas:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional, or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- Whether the sexual orientation of the peers is a factor
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred

Whether this was a one-off incident, or longer in duration It is important to deal with a situation of child-on-child abuse immediately. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled. The Leicester Therapeutic team will talk to the children in a calm and consistent manner. The team will not be prejudiced, judgmental, dismissive, or irresponsible in dealing with such sensitive matters.

8. Action

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. 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. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them (KCSIE 25).

Leicester Therapeutic team will:

- Always take complaints seriously
- Assess needs of victim and alleged perpetrator
- Record all incidents and all action taken If recording sexualised behaviour
- Be clear, explicit, and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

9. Next Steps:

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and the team consider the support and intervention required for those involved.

Support for a pupil who has been harmed:

What support they require depends on the individual young person.

It may be that they wish to seek counselling or require signposting to outside agencies. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this pupil continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the pupil may need support in improving peer groups/relationships with other pupil, or some restorative justice work with all those involved may be required. Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. Leicester Therapeutic team will remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance) irrespective of how overt the child's distress is (KCSIE 25). Other interventions that could be considered may target a class, year group or whole school approach, for example assembly on online bullying, relationship abuse, invite outside professionals to attend and hold assembly/event etc.

Support and actions in respect of a pupil who has displayed harmful behaviour:

It is important to find out why the pupil has behaved in such a way. It may be that the pupil is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Support from identified services may be necessary through an Early Help referral and the pupil may require additional support from family members. Once the support required to meet the individual needs of the pupil has been agreed and implemented, it is important that the pupil receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the pupil they have targeted (where appropriate and safe to do so) and only when this has been some form of bullying. In the cases of sexually harmful behaviour, it may be a requirement for the pupil to engage in one-to-one work with a particular service or agency.

If a crime has been committed this may be through the police or youth offending service. If there is any form of criminal investigation ongoing it may be that the pupil cannot be educated on site until the investigation has concluded. In which case, the pupil will need to be provided with appropriate support and education elsewhere. It may be that the behaviour that the pupil has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the pupil and the risks towards others are measured by all those agencies involved including the pupil and their parents. This may mean additional supervision of the pupil or protective strategies if the pupil feels at risk of engaging in further inappropriate or harmful behaviour.

After care – Considerations:

It is important that following the incident, the pupils involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the pupils do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the pupils following the incident(s) are imperative.

10. Preventative Strategies:

Leicester Therapeutic team recognise that child on child abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent child on child abuse. Leicester Therapeutic School has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/RHE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. The Leicester Therapeutic team will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. The team will consider each issue and everyone before taking action. Pupils are part of changing their circumstances and, through school council and pupil voice, for example, we encourage our pupils to support changes and develop 'rules of acceptable behaviour'. We involve pupils in the positive ethos in school; one where pupils understand the boundaries of behaviour before it becomes abusive.

11. Guidance and support:

DfE: Statutory guidance: Working together to safeguard children, 2023
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

DfE: Statutory guidance: Keeping children safe in education, 2025.
Keeping_children_safe_in_education_2024.pdf (publishing.service.gov.uk)

DfE: Preventing and Tackling Bullying, 2017
https://www.gov.uk/government/publications/preventingand-tackling-bullying

DfE: Statutory guidance School suspensions and permanent exclusions, 2023
https://www.gov.uk/government/publications/schoolexclusion

DfE: Teaching Online Safety in Schools, 2023
https://www.gov.uk/government/publications/teachingonline-safety-in-schools

DfE: Relationship Education and Relationship and Sex Education, 2021
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-educationn-and-health-education

DfE: Behaviour and discipline in schools, 2022
https://www.gov.uk/government/publications/behaviourand-discipline-in-schools

DfE: Mental health and behaviour in schools, 2018
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

DfE: Children Missing Education, 2016
https://www.gov.uk/government/publications/children-missingeducation

Sharing nudes and semi-nudes: advice for education settings working with children and young people, 2020
https://www.gov.uk/government/publications/sexting-in-schools-and-colleges UKCIS:

Tackling race and faith targeted bullying face to face and online. 2017
https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-faceand-online-a-guide-for-schools

Brook Traffic Light Tool
https://www.brook.org.uk/training/wider-professional-training/sexualbehaviours-traffic-light-   tool/
Gov.uk:

Equality Act 2010: advice for schools
https://www.gov.uk/government/publications/equality-act2010-advice-for-schools

Key messages from research on children and young people who display harmful sexual behaviour (PDF), July 2018 https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/

NSPCC- When to call the police
https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf

12. Monitoring:

Leicester Therapeutic School is aware of the need to monitor and evaluate this policy regularly to ensure that the systems are in place to allow all of our pupils to achieve their full potential in a safe environment with appropriate and relevant support.

This policy will be reviewed by the Board of Governors every year.

Appendix 1 - Investigating an alleged case of child on child abuse

Gathering the facts:

Separately speak with all pupils involved, gain a statement of fact from each pupil and use consistent language and open questions for each account.

Ask the pupils to tell you what happened. Using open questions to ascertain 'where, when, why, who'.

What happened?
Who observed the incident?
What was seen?
What was heard?
Did anyone intervene?
(Do not interrogate or ask leading questions)

Consider the Intent:

Has this been a deliberate or contrived situation for a pupil to be able to harm another pupil?

Decide on your next course of action:

If you believe any pupil to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy, contacting CS Professionals and the police before submitting an interagency referral.

If MASH and the police intend to pursue this further, they may ask to interview the pupil in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

Informing parents and carers:

The best way to inform parents and carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a pupil may be suffering can cause fear and anxiety to parents and carers whether their child is the child who was harmed or who has harmed another child.
In all circumstances, where the risk of harm to the child is evident, Leicester Therapeutic School should encourage the pupil to share the information with their parents or carers. Be aware that the child may be scared to tell parents or carers that they are being harmed in any way.

Points to consider:

What is the age of the children involved?
Is there an age difference between those involved?

Where did the incident or incidents take place?
Was the incident in an open, visible place to others? If so, was it observed? If not, is more, supervision required within this particular area?

What was the explanation given by all children involved?

Did each of the pupils give the same explanation of the incident? What is the effect on the pupils involved? Is the incident seen to be bullying for example, regular and repetitive? Is the version of one pupils different from another pupils and if so, why?

What is each of the children's own understanding of what occurred?

Do the pupils know and understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the pupil's explanation in relation to something they may have heard or have been learning? What has prompted the behaviour? Is the behaviour deliberate and contrived? Does the pupil understand the impact of their behaviour on the other person?

Repetition:

Has the behaviour been repeated to an individual on more than one occasion? Has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Appendix 2 - Child on child abuse Risk Assessment

Referrers Name and Role:	
Referrer's contact details and email:	
Name of child – victim:	
Name of child – alleged perpetrator:	
Did the incident happen at school?	Yes No (If not, where did the incident occur?)
School where children involved attend:	

Considerations	Risk (consider victim, child alleged to have caused harm, other pupils, staff)	Risk level (high, medium, low)	Actions to reduce risk	Revised risk level (high, medium, low)
• What is the incident? • Who was involved? • Where did it happen?				
Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc. As such, has this been referred to the police?				
Is it necessary to limit contact between the children involved? Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools.				
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				
Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
Do they share classes?				
• Do they share break times? • Do they share peer/friendship groups?				

• Do they share transport to/from school?				
Are they likely to encounter each other (or anyone else involved in/with knowledge of the incident) outside of school?				
How can such contact be limited?				
Is there a risk of harm from social media and gossip?				
Any other risks?				

Further action taken by Leicester Therapeutic school: (Complete for each child involved)

Action:	Yes/No	Date action taken:
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to Early Help		
Other		

13. Appendix 3

Definitions:	**Sexual violence:** Rape Assault by penetration Sexual assault **Sexual Harassment:** Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment.
Record-keeping:	Remember to record all concerns, discussions, decisions, reasons for decisions and actions.

REPORT RECEIVED
(From child or third party, onsite, offsite, or online)

Victim reassured:
- Taken seriously and kept safe.
- Confidentiality not promised.
- Listen to victim, non-judgmentally.
- Record the disclosure (verbatim, facts as reported).
- Two staff present (including DSL or DDSL).
- Victim sensitively informed about referral to outside agencies.
- If victim does not consent to share, staff may still lawfully share to protect child from harm.
- Parents of victim informed.

Anonymity:
Note – In some cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes other pupil's discussions, including online interactions.

Considerations:
(Sexual violence, Sexual harassment, and harmful sexual behaviours)
Consider how to support the victim and the alleged perpetrator immediately.

Wishes of the victim

Any power imbalance

Nature of the alleged incident.

One off, or part of a pattern of behaviour.

Ages of the children involved.

Ongoing risks.

Developmental stage and needs of the children.

Other related issues and wider context

Manage internally:
One off incident, child/ren are not in need of early help or statutory intervention. Can be dealt with under the school's behaviour policy.

Early Help:
Non-violent, harmful sexual behaviours. (see harmful sexual behaviours Framework NSPCC and the Brook Traffic Light Tool).

Refer to Social Care:
All incidents where a child has been harmed, is at risk of harm, or is in immediate danger. (Social care will decide next steps. Be ready to escalate if necessary).

Refer to Police:
All incidents of rape, assault by penetration or sexual assault. Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

Building foundations through nurture and mindset

Risk Assessment:

(Case by case basis)

Risk Assessment

(Immediate action)

Do not wait for outcome of referral before protecting victim.

Emphasis on victim being able to continue normal routines.

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to and from school)

Not a judgement of guilt but should be implemented to safeguard all involved.

Safeguarding:
Support for the victim and alleged perpetrator

Safeguarding
Support the victim and alleged perpetrator.

Disciplinary action taken:
In line with Leicester Therapeutic School behaviour policy and statutory guidance.

Criminal process ends:
- **Conviction or caution** - Follow behaviour policy, consider permanent exclusion if pupil remains a risk. If pupil remain in school, make clear expectations. Keep victim and perpetrator apart as far as possible. Consider victims wishes.
- **Not guilty –** Support victim and alleged perpetrator and consider their wishes.
- **No further action –** Monitor and support victim and perpetrator accordingly.

Disciplinary action taken:

Disciplinary action may be taken based on balance and probabilities, unless prejudicial or unreasonable.

Ensure actions do not jeopardise the investigation.

Leicester Therapeutic School should work closely with the police and outside agencies.

Building foundations through nurture and mindset