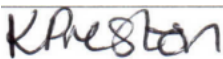


Policy/Procedure Name:	CHILD ON CHILD ABUSE POLICY		
Last Update:	August 2024	Next Update Due:	Jan 2026

Author	Alex Smythe
Signature of Authorised Individual	
Signature of the Director	

Contents:

1. Introduction
2. Context and definition
3. Responsibility
4. Purpose of the policy
5. Framework and legislation
6. Abuse and harmful behaviour
7. Types of abuse
8. Recognising Child on Child Abuse
9. Points to Consider
10. Next steps
11. Preventative strategies
12. Where to go to for further information
13. Equality Statement
14. Inclusion Statement

Appendix 1 – Brook Traffic Light Tool

This policy includes the school's stance on sexual violence and sexual harassment between children

Name of Designated Safeguarding Lead / Senior Safeguarding Lead	Kimberley Preston
Name of Deputy Designated Safeguarding Lead	Oliver Preston
Safeguarding Leads	Alex Smythe

1. Introduction

This policy should be read in conjunction with Willow Park School's Behaviour Policy, Anti-Bullying and Safeguarding policy.

The Leadership Team, and all staff at Willow Park Schools are committed to the prevention, early identification and appropriate management of peer-on-peer abuse (as defined below) both within the school day, the waking day and online.

In particular, we believe that in order to protect all of our pupils, all of those who are members of the Willow Park Schools community should:

- a) Be aware of the level and nature of risk to which our pupils are or may be exposed and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context.
- b) Take a contextual whole-school approach to preventing and responding to peer-on-peer abuse.
- c) Regard the introduction of this guidance as a preventative measure, and do not feel it is acceptable merely to take a reactive approach to peer-on-peer abuse in response to alleged incidents of it.
- d) Recognise national and increasing concern about this issue and wish to implement this policy in order to ensure that our pupils are safe.
- e) Encourage parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform Willow Park School so that it can ensure that appropriate, effective and prompt action is taken in response.

This guidance sets out our strategy for preventing, identifying and appropriately managing peer-on-peer abuse. It applies to all members of the Willow Park School's community and will be reviewed annually to ensure that it continually addresses the risks to which pupils are or may be exposed. The guidance deliberately does not use the term 'victim' and/or 'perpetrator'. This is because Willow Park School takes a safeguarding approach to all individuals involved in allegations of or concerns about peer-on-peer abuse, including those who are alleged to have been abused and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter.

Research has shown that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers. The starting point is that the Willow Park School's response to peer-on-peer abuse should be the same for all pupils regardless of age.

2. Context and Definition

It is essential that **all our staff** understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually 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" also the excuse of 'I have Autism, I don't know' can lead to a culture of unacceptable behaviours or lead to an unsafe environment for children. In worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward in reporting it.

Pupils who have a misunderstanding of socially acceptable verbal behaviour due to ASC to be identified and the schools in house Speech and Language therapist, Marie Wilson will work with identified pupils on this.

Willow Park School staff who work with children are advised to maintain an attitude of **'it could happen here'** where Child on Child abuse is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

Peer abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers.

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

- Bullying (including online bullying)
- 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); and
- 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; vulnerable adults are at particular risk of harm

Children or children 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 first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside the Designated Safeguarding Lead, have to make their own judgements about each specific case and should use this policy guidance to help.

3. Responsibility

'All staff should be aware that children can abuse other children (often referred to as child- on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard 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.' (KCSiE)

'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer-on-peer abuse and sets out how allegations of peer-on-peer abuse will be investigated and dealt with'.

It also emphasises that the voice of the child must be heard.

Child on Child abuse is referenced in the school's Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with Child-on-Child abuse necessitate the need for separate policy guidance.

At Willow Park 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.

4. Purpose of Policy

The purpose of this policy is to explore some forms of peer-on-peer abuse. The policy also includes a planned and supportive response to the issues.

At Willow Park School, we have the following policies in place that need to be read in conjunction with this policy:

- Anti-Bullying including Online Bullying Policy
- Safeguarding and Child Protection Policy
- Managing Allegations / Whistleblowing Policy
- Behaviour Policy
- Health & Safety Policy
- E-Safety Policy

5. 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, 2018, highlighting that every assessment of a child, '*must be informed by the views of the child*'. (Working Together, 2018:21) This is echoed by Keeping Children Safe in Education, 2022 through ensuring procedures are in place in schools and settings to hear the voice of the child.

6. 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 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 their peers. Child on Child abuse should be taken as seriously by adults and should be subject to the same child protection procedures.

Staff should not dismiss abusive behaviour as normal between children and should not develop high thresholds before taking action. Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between children. Staff should be aware of the added vulnerability of children and children 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 be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

7. 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 regarding actions to be taken.

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 child has engaged in such behaviour, including accidentally, before considering the action or punishment to be undertaken.

Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the DfE Guidance: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges Sept 2021.

[Guidance: Sexual violence and sexual harassment between children in schools and colleges Sept 2021](#)

with the consideration of-

- Reporting to the police
- Managing internally
- Early Help
- MASH referral

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 children is not always contrived or with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour, and it may be just as distressing to the child who instigates it as to the child it is intended towards. Sexually harmful behaviour may include:

- inappropriate sexual language

- inappropriate role play
- sexual touching
- sexual assault/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”; 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
- **Up skirting:** 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. Also added to this is down blousing where a someone takes a picture down someone top.

Bullying

Bullying 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 children who are bullied and who bully others may have serious, lasting problems. See the Anti-Bullying Policy for further details.

In order to be considered bullying, the behaviour must be aggressive and 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 Bullying

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:

- 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 rumours 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 child to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversation

Sexting / Sharing nude or indecent imagery

The term '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.

Up skirting

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks 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. This must always be referred immediately to the Designated Safeguarding Lead.

DSL will follow the UKCIS: Sexting in schools and colleges 2016 guidance.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/55](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.243_9_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

[1575/6.243_9_KG_NCA_Sexting_in_Schools_WEB_1_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.243_9_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

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 a number of 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) and sexual identity.

Teenage relationship abuse

This will not be relevant for the age of pupils at Willow Park but staff should be aware of the potential harms. 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.

Expected staff action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead / senior safeguarding Lead immediately before taking any further in-school actions.

8. Recognising 'Child on Child' abuse

When does behaviour become problematic or abusive?

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 behaviours

As the NSPCC explains "children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. Staff should recognise the importance of distinguishing between problematic and abusive sexual behaviour... As both problematic and abusive sexual behaviours are developmentally inappropriate and may cause developmental damage, a useful umbrella term is harmful sexual behaviours or HSB."

For the purpose of this policy, harmful sexual behaviours are defined as "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult." (Hackett, 2014) Hackett also 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.

See Appendix 1 – 'Stop it Now' Traffic Light Tool for help in defining the developmental appropriateness of sexual behaviours displayed by children.

An assessment of an incident between peers should be completed and consider:

- 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

- 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

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

Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of peer abuse immediately and sensitively. 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.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

Taking Action

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments

- Convene a risk management meeting
- Record all incidents and all action taken (on CPOMS and or Red/Amber Forms – see Safeguarding Policy)

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
- Follow the prompts on your safeguarding and child protection recording form
- 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.
- Record details initially on CPOMS and or Red/Amber Forms (see Safeguarding Policy) and always keep the DSL informed. All paper copies will be kept in the pupil's Child Protection Folder.

Gather the Facts

Speak to all the children involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. Ask the children to tell you what happened. Use open questions, '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 child to be able to harm another?

Decide on your next course of action

If you believe any child to be at risk of significant harm, you must report to the Designated Safeguarding Lead/Senior Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.

If MASH and the police intend to pursue this further, they may ask to interview the children 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/carers

The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a child may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

In all circumstances where the risk of harm to the child is evident then the school should encourage the child to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

9. Points to consider

What is the age of the children involved?

How old are the children involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1–4-year-olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked.

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 by all children involved of what occurred?

Can each of the children give the same explanation of the incident and also what is the effect on the children involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one child different from another and why?

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

Do the children know/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 young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the child have understanding of the impact of their behaviour on the other person?

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

10. 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 consider the support and intervention required for those involved.

For the child who has been harmed

What support they require depends on the individual young person, it may be that they wish to seek counselling or one to one support via a mentor. 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 child continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the child may need support in improving peer groups/relationships with other children, or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying or relationship abuse.

For the child who has displayed harmful behaviour

It is important to find out why the child has behaved in such a way. It may be that the child 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.

Particular support from identified services may be necessary through an early help referral and the child may require additional support from family members.

Once the support required to meet the individual needs of the child has been met, it is important that the child receives a consequence for their behaviour. This may be in the form of restorative justice for instance, making amends with the child they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour, it may be a requirement for the child 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 this child cannot be educated on site until the investigation has concluded. In which case, the child will need to be provided with appropriate support and education elsewhere. It may be that the behaviour that the child 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 child and the risks towards others are measured by all of those agencies involved including the child and their parents. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the child to reflect on their behaviour.

After care

It is important that following the incident the children 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 children do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (for instance self-harm). For this reason, regular reviews with the children following the incident(s) are imperative.

11. Preventative Strategies

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.

This school has an open environment where children 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.

Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.

<https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf>

12. Where to go for further information

- DfE: Statutory guidance: Working together to safeguard children, 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- DfE: Statutory guidance: Keeping children safe in education, September 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges, May 2018
- <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- DfE: Searching, screening and confiscation at school, January 2018
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- DfE: Preventing and Tackling Bullying, July 2017
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: Statutory guidance School exclusion, May 2020
<https://www.gov.uk/government/publications/school-exclusion>
- DfE: Teaching Online Safety in Schools, June 2019
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- DfE: Relationship Education and Relationship and Sex Education, July 2020
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- DfE: Behaviour and discipline in schools, July 2020
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- DfE: Mental health and behaviour in schools, November 2018
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- DfE: Children Missing Education, September 2016
<https://www.gov.uk/government/publications/children-missing-education>
- DfE: Cyberbullying: Advice for head teachers and school staff, November 2014
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_12_1114.pdf
- DfE: Mental health and behaviour in schools, November 2018
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- UKCIS: Sexting guidance for schools, 2016
<https://www.gov.uk/government/publications/sexting-in-schools-and-colleges> (An updated copy of this guidance is due autumn term 2020)
- UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017
<https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools>
- UKCIS: Education for a connected world, June 2020
<https://www.gov.uk/government/publications/education-for-a-connected-world>
- London Child Protection Procedures, edition 5, 2018 <http://www.londoncp.co.uk/>
- Havering: Online CSE toolkit <https://www.havering.gov.uk/Pages/Services/Sexual-exploitation.aspx>
- Brook Traffic Light Tool (**Appendix 1**)
- <https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light->

tool/

- Gov.uk: Equality Act 2010: advice for schools
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Equality and Human Rights Commission: Public Sector Equality Duty Guidance for Schools in England
- <https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>
- Key messages from research on children and children who display harmful sexual behaviour (PDF) https://www.csacentre.org.uk/index.cfm/_api/render/file/?method=inline&fileID=E2C17C42-5084-47CC-902E94451079C6B6
- NPCC- When to call the police
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>

13. Equality Statement

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

14. Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.

Appendix 1 – Brook Traffic Light Tool

Stop It Now!

UK & IRELAND
Helping prevent
child sexual abuse

<https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/how-to-tell-if-a-childs-sexual-behaviour-is-age-appropriate/>
Using the traffic light tool to understand a child's sexual behaviour

This framework helps us to work out if a child's sexual behaviour is green, amber or red.



Green	Amber	Red
These are natural and expected behaviours. This doesn't mean that you would want these behaviours to continue, but they do provide an opportunity to talk, teach, and explain what's appropriate.	These can be of concern and have the potential to be outside safe and healthy behaviours if they persist. They require a response from a protective adult, extra support and close monitoring.	These are outside healthy and safe behaviours. These behaviours can signal a need for immediate protection and support from a childcare professional, e.g. health visitor, GP or social worker.

Sexual behaviour in children aged 5-11

Children in this age group continue to seek information and understanding about themselves and the world around them through play. They are often interested in pregnancy, birth, gender and differences between gender, which can form part of healthy and developmentally expected sexual exploration. As children grow through their early years and develop into later childhood, they continue to pass through different stages of development. We know that children remain individual and unique throughout their whole childhood and there is a wide range of generally accepted and expected behaviours within this age group.

	Green	Amber	Red
Behaviours	- Increased sense of privacy about their body - Body touching and holding own genitals - Masturbation, usually with awareness of privacy - Curiosity about other children's genitals involving looking at and/ or touching the bodies of familiar children - Curiosity about sexuality e.g. questions about babies, gender, relationships, sexual activity - Telling stories or asking questions using swear words, 'toilet' words or names for private parts - Use of mobile phones and Internet in relationships with known peers	- Self masturbation in preference to other activities, whether in private or in public or with peers, and/or causing self injury - Explicit talk, art or play of sexual nature - Persistent questions about sexuality despite being answered - Persistent nudity and/or exposing private parts in presence of others - Persistently watching or following others to look at or touch them - Pulling other children's pants down or skirts up against their will - Persistently mimicking sexual flirting behaviour too advanced for age, with other children or adults - Touching genitals/private parts of animals - Covert/secret use of mobile phone and Internet with known and unknown people which may include giving out identifying details - Attempts to do any of the above in secret	- Compulsive masturbation to the point of self-harm or seeking an audience - Disclosure of sexual abuse - Persistent bullying involving sexual aggression - Simulation of, or participation in, sexual activities, including sexual behaviour with younger or less able children, e.g. oral sex, sexual intercourse - Accessing the rooms of sleeping children to touch or engage in sexual activity - Presence of a sexually transmitted infection - Any sexual activity with animals - Use of mobile phones and Internet for sending or receiving sexual images
Response	A 9 year old boy who, whilst reading, puts his hand in and out of his underpants when there are other people present in the room. Responding to this scenario Describe the unwanted behaviour clearly. Explain that there is a time and a place for touching private parts of the body. Distract him by removing him from the situation.	During outside playtime, a 9 year old boy asks two girls aged 5 and 6 years old if they would 'sex' with him and show their 'boobs' to him. Responding to this scenario Describe their behaviour clearly. Remind the children what is appropriate behaviour and that some parts of the body are to remain private. Explain to the children that the boy's behaviour is not OK and discuss how the girls could respond. Distract by removing them from the situation.	An 8 year old girl prevents a 5 year girl from leaving her bedroom, pulls down her knickers and also shows her private parts to her. The younger girl is frightened. The 8 year old has been heard using sexual language. Responding to this scenario Describe her behaviour clearly. Point out that her behaviour is not acceptable and is impacting on others. Prohibit the behaviour. Consider seeking advice and support from a childcare professional, e.g. GP, health visitor or social worker. Call the Stop It Now! helpline on 0808 1000 900 for advice and guidance. Remember that each child develops at their own pace and not every child will show the behaviours described above. If you have any worries or questions about a child you know, talk to someone about it. For parents; your health visitor, GP or child's teacher may be able to help, or you can call the anonymous and confidential Stop It Now! helpline on 0808 1000 900, use our live chat service, or send us an anonymous message.