MAYBURY PRIMARY SCHOOL

Child on Child Policy

Including Sexual Violence and Sexual Harassment

Produced: Autumn 2019

Reviewed: Autumn 2025

Maybury Primary School

Produced : Autumn 2019
Reviewed : Autumn 2025
To be reviewed: Autumn 2026

Child on Child Abuse Policy

Mission
Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Vision statement
Believe. Achieve. Succeed.

This Policy was produced by the Inclusion Leader and is based on guidance from KCSIE September 2025

Safeguarding Governor:	Judy Hall
Designated Safeguarding Lead:	Monika Das-Mahon
Status & Review Cycle:	Statutory Annual
Next Review Date:	Autumn 2026

Local Advisory Board Responsible: Full LAC

Governor Lead for Safeguarding: Mrs Judy Hall

Nominated Lead Member of Staff: Mrs Amanda Merritt

Deputy Designated Safeguarding Leads: Mrs Katie Gregory, Mrs Monika Das-Mahon

Status & Review Cycle: Statutory Annual

Next Review Date: September 2026

Safeguarding Statement 2026-27

“It could happen here”

Safeguarding is everyone’s business.

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

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

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

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

Zero Tolerance

There is a zero-tolerance approach to child on child abuse at Maybury that it is never acceptable, and it will not be tolerated. It will never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”.

Terminology

Child on child abuse - any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2018). It can be harmful to the children who display it as well as those who experience it.

Sexual abuse -Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline. Sexual abuse is not solely perpetrated by adult males. Females can also commit acts of sexual abuse, as can other children.

Sexual violence – rape; assault by penetration; sexual assault (Surrey Safeguarding Children Partnership Procedures Manual)

Sexual harassment – unwanted conduct of a sexual nature, sexual remarks, sexual taunts, physical behaviour or online sexual harassment (Safeguarding Handbook for Schools 2021)

Victim and perpetrator terms will be avoided throughout this policy and within the school to encourage seeing both children in need of support. The language used to children and parents in the reporting of any incidents that may have occurred could impact on any future rehabilitation of children following any investigations that may occur.

Introduction

This policy has been developed in accordance with the principles established by the government's 'Keeping Children Safe in Education' 2025 (KCSIE) and Surrey Safeguarding Children Partnership (SSCP) Procedures. It is underpinned by evidence-based research of Farrer and Co's - Addressing child-on-child abuse: a resource for schools and colleges September 2023).

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

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

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

A further purpose is to ensure child on child abuse is responded to appropriately and effectively through a full understanding of child on child abuse, including sexual violence and harassment, of staff and governors; in particular that children's experiences of child on child abuse and violence are unlikely to be isolated events, as they can often be linked to other events that are happening in their lives and spaces in which they spend their time. Any response to child on child abuse, therefore needs to consider the range of possible types of child on child abuse and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach.

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

We recognise that children are capable of abusing other children and their peers and that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy and our Child Protection and Safeguarding policy and in line with KCSIE (2025).

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

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

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

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

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

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

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

To develop an ethos of equality and inclusion for all protected characteristics.

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

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

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

What is Child on Child Abuse?
For these purposes, child on child abuse is any form of physical, sexual, emotional, financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). It can be a one-off incident or it can be a series of incident involving the same children. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2018). It can occur online, in-person, directly, indirectly, in school and out of school. It can occur between children of the same age, different age and across different schools. It can be harmful to the children who display it as well as those who experience it.

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

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

Physical
Physical abuse may include, hitting, kicking, 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 accidently before considering the action or punishment to be undertaken. It may be online which facilitates, threatens and/or encourages physical abuse.

Bullying

- a definition provided by the government 2021 – https://www.gov.uk/bullying-at-school/bullying-a-definition is followed by Maybury Primary School community. It states that bullying is
    - repeated
    - intended to hurt someone physically or emotionally
    - often aimed at certain groups, for example race, religion, gender or sexual orientation.

- It takes many forms and can include
    - Physical assault
    - Teasing

- Making threats
- Name calling
- Cyberbullying
- Isolating or excluding

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

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

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

We keep a record of known bullying incidents on CPOMS and share the data which is analysed by the governing body. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.
When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will also consider child protection procedures.

Learning For Life (PHSE) education regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

Online Abuse/ Cyberbullying/Cybercrime
Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms, Apps, online game platforms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the alleged victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

The school has an Online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents. We follow the 'Teaching online safety in school; Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects (Teaching Online Safety in Schools, June 2019) to guide practice.

Children increasingly use electronic equipment, including at home, on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat and Voodoo and for online gaming. These technologies can be used to harm children. The harm can be within the realms of sexual violence and sexual harassment, such as making sexual comments, sexual requests, sending/receiving sexual images and videos of themselves and others.

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is Miss Frew who reports to the Safeguarding Leads.

The school works in partnership with parents in order to engage them in online safety measures for their children including the delivery of parent online safety workshops and alerts to parents regarding any concerning incident trends.

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

Children are taught about the positives of the internet and how to protect themselves while using it. Teaching at Maybury centres around the 4Cs of online harms.
The new CORE 4Cs classification recognises that online risks arise when a child:

- engages with and/or is exposed to potentially harmful **CONTENT** including misinformation. Sometimes misinformation is not created with the intention to cause harm, it may be inaccurate or misleading, and this may be a mistake. However, these stories can still influence the opinions of their readers. Also, when misinformation is created with the intent to cause harm or to stir up hatred against a person or group, this is called disinformation. Disinformation aims to create a false perception of a person or group, sometimes to support a hateful ideology or conspiracy theory.
- experiences and/or is targeted by potentially harmful **CONTACT;**
- witnesses, participates in and/or is a victim of potentially harmful **CONDUCT;**
- is party to and/or exploited by a potentially harmful **CONTRACT.**

	Content Child as recipient	Contact Child as participant	Conduct Child as actor	Contract Child as consumer
Aggressive	Violent, gory, graphic, racist, hateful and extremist content	Harassment, stalking, hateful behaviour, unwanted surveillance	Bullying, hateful or hostile peer activity e.g. trolling, exclusion, shaming	Identity theft, fraud, phishing, scams, gambling, blackmail, security risks
Sexual	Pornography (legal and illegal), sexualization of culture, body image norms	Sexual harassment, sexual grooming, generation and sharing of child sexual abuse material	Sexual harassment, non-consensual sexual messages, sexual pressures	Sextortion, trafficking for purposes of sexual exploitation, streaming child sexual abuse
Values	Age-inappropriate user-generated or marketing content, mis/disinformation	Ideological persuasion, radicalization and extremist recruitment	Potentially harmful user communities e.g. self-harm, anti-vaccine, peer pressures	Information filtering, profiling bias, polarisation, persuasive design
Cross-cutting	Privacy and data protection abuses, physical and mental health risks, forms of discrimination			

Children are taught about their "digital footprint" which allows others to make judgments about them based on their online posts. Children and staff are aware that they should report any concerns relating to online child on child abuse.

Prejudice related incidents

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 prejudice around belonging, identity and equality in wider society – in particular, prejudice to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, homelife, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual). Abuse can be motivated by real or perceived differences.

Sexual

Sexual abuse -Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline. Sexual abuse is not solely perpetrated by adult males. Females can also commit acts of sexual abuse, as can other children.

Sexually harmful behaviour from a child is not always contrived or with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role-play, to sexually touching

another, sexual assault, abuse or violence.

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

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

Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2025). We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

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

Types of Sexual Violence and Sexual Harassment

Sexual violence

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

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does 14 Legislation.gov.uk 10 16. 17. not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Sexual harassment

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. 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
- Voyeurism Act 2019; (also known as Upskirting) is a criminal act in the UK. The response to this in schools need to be the same as child on child sexual abuse and may including contacting the police. The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to those wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders." It is a criminal offence. Anyone of any gender can experience voyeurism.
- displaying pictures, photos or drawings of a sexual nature;
- sexualised online bullying
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include sharing of nude and semi-nude images and/or videos.
- Sharing nudes and semi-nudes/sexting
- unwanted sexual comments and messages, including, on social media; o sexual exploitation; coercion and threats
- sharing of unwanted explicit content
- Hazing or initiation is any activity expected of someone who is seeking membership to a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate. It can occur online or in-person

The school considers sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. School will be consider when any of this crosses a line into sexual violence. The DSL will usually lead the school's response, and the DSL may seek further advice from C-SPA.

Sharing nudes and semi nudes and sexting (Youth produced sexual imagery)

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

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

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.

- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age if 18 is in possession of sexual imagery created by another person under the age of 18.

A child may take, send, receive and send on inappropriate images due to peer-pressures, risk taking, see what might happen, not consider the circumstances, intimidated by someone, threatened by someone, revenge, tricked/coerced, blackmail or images have gone viral.

Physical indicators include:

- bruising
- bleeding
- discharge
- pain or soreness in the genital or anal area
- sexually transmitted infections (Lindon and Webb, 2016).
- Pregnancy at a young age can also be an indicator of sexual abuse

Emotional and behavioural indicators include:

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

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

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

Prevention/Protection from Sexual Violence and Sexual Harassment

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

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

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

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

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

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

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

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

All staff receive regular information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection and safeguarding policy and Keeping Children Safe in Education 2025 (KCSIE) part 1 and Annex B

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

All members of staff are trained in and receive regular reminders and updates in online safety and reporting concerns; including those of a sexual nature from other children as well as adults.

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

All members of staff are open-minded and will assume that sexual harassment, online sexual abuse and sexual violence may be happening in and around school, even where there have been no specific reports of such behaviour or incidents.

The school community will:

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

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

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

Include safeguarding across the curriculum, including Learning for Life education, assemblies, opportunities which equip children with the skills they need to stay safe from harm of sexual harassment and violence and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, sex and relationships. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

Ensure all staff are aware of school guidance for their use of mobile and smart technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks, as outlined in the Child Protection and Safeguarding Policy and the Staff Handbook.

Take a whole school approach to safeguarding & child protection.

Partake in 'Hot topics' safeguarding training to include how to recognise child on child abuse, including sexual violence and sexual harassment, even when it is not reported.

Follow the school's behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.

Engage with specialist support and interventions.

Understand that addressing inappropriate behaviour can prevent behaviours to continue or to occur with other children.

Understand that the welfare of the child is paramount.

Always act in the best interest of the child.

Maintain an attitude of "It could happen here."

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

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

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

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

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

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

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

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

We will ensure children are taught to understand and manage risk through Learning for Life education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety.

We take all welfare concerns seriously and encourage children to talk to us about anything that worries them. We have a strong Inclusion Team with a Home School Link worker and two ELSA leads, who, under the support of the Inclusion Leader, provide time for children to talk about their worries across the school. We encourage all children to use our class Bubble Systems. All staff are trained to understand, recognise and respond to children when they appear or state that they are concerned, unhappy or worried.

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

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

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

We will notify Surrey CSPA immediately if there is a significant concern.

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

Children are taught about safeguarding, including online, through various teaching and learning opportunities as part of a balanced curriculum. Children are taught how to recognise when they are at risk and how to get help when they need it. We will encourage the use of worry boxes and the bubbles scheme and our ELSA leads during Learning for Life lessons so children know who they can talk to if they don't feel safe.

Each classroom has a telephone installed. If assistance if required, an adult must call the office who will contact the appropriate person to help manage the situation, in most cases this would be the Inclusion Leader.

Keeping children safe from Sexual Violence and Sexual Harassment in school
We will ensure that:

All staff receive regular information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection and safeguarding policy and Keeping Children Safe in Education 2025 (KCSIE) part 1 and Annex B

The role and names of the Designated Safeguarding Lead and the deputies are displayed on posters in all areas of the school and on the website.

All staff and governors receive yearly training that relates to child on child abuse and child on child sexual violence and sexual harassment and, following this, in-year reminders and updates to maintain their understanding of the signs and indicators of child on child abuse and child on child sexual violence and harassment.

All members of staff are trained in and receive regular reminders and updates in online safety and reporting concerns; including those of a sexual nature from other children as well as adults.

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

All members of staff are open-minded and will assume that sexual harassment, online sexual abuse and sexual violence may be happening in and around school, even where there have been no specific reports of such behaviour or incidents.

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

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

To achieve this, they will:

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

The Headteacher

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

- He/she follows the roles and responsibilities provided in the school's Child Protection and Safeguarding Policy.
- The school has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.
- The school's staff have appropriate knowledge of part 5 of the government's KCSIE 2025 guidance (Child on child sexual violence and sexual harassment).
- All children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is the case. Comprehensive records of all allegations are kept in a secure location.
- Where there is a safeguarding concern in relation to sexual violence or sexual harassment that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- Staff recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges, and that they may face additional barriers when recognising that they are being sexually harassed. It is also recognised that these children are more prone to child on child abuse than other children. Furthermore, it is acknowledged that those children with SEND or certain health conditions may experience communication barriers and difficulties in managing or reporting these challenges.
- Children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online and in relationships.

The Designated Safeguarding Lead:

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

- follow the roles and responsibilities provided in the school's Child Protection and Safeguarding Policy
- Hold the lead responsibility for safeguarding and child protection (including online safety and child on child sexual violence and sexual harassment) in the school, this responsibility is not able to be delegated.
- Follow KCSIE guidance on 'Child on Child Abuse' when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.
- Follow KCSIE and be confident as to what local specialist support is available to support all children involved in sexual violence and sexual harassment and be confident as to how to access this support when required.
- When there has been a report of sexual violence, make an immediate risk assessment (identifying risks and needs) in the form set out in Appendix 2. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required.
- Be alert to the specific needs of children in need, those with SEND and young carers.
- Work closely with mental health lead where safeguarding concerns are linked to mental health.
- Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.

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

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

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

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

- following the roles and responsibilities provided in the school's Child Protection and Safeguarding Policy
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through Learning for Life education and relationship and sex education (RSE).
- Appropriate online filtering and monitoring systems are in place.

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

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

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

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

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

Members of the school's safeguarding team, including the DSL, have been trained in using the Brook Traffic Light Tool (Appendix 3). This resource uses a traffic light system (see below) to categorise the

sexual behaviours of children and young people and once Brook training has been undertaken it can be used to help professionals:

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

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

1. Report it to the DSL immediately.
2. Make an initial record of the information related to the concern (see section below 'Dealing with Disclosures).
3. Discuss the steps to be taken with the DSL with regards to all the children involved in the incident. The flow chart below 'Raising Safeguarding Concerns About a Child at Maybury Primary School' gives provide the response path (Further investigations of the incident by the staff member or by the DSL may be required before next steps can be determined) and the second (below) flow chart (which relates directly to cases of reported sexual violence and sexual harassment) 'Following a report of sexual violence or sexual harassment the DSL'.
4. Behaviour incidents are logged on CPOMS by the staff member who has witnessed/ reported the incident.
5. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
6. Make an accurate, factual record on CPOMS (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

- Dates and times of their observations
- Dates and times of any discussions in which they were involved.
- Any injuries; uploading a copy of a completed body map
- Explanations given by the child / adult
- Rationale for decision making and action taken
- Any actual words or phrases used by the child

7. Any paper records must be signed and dated by the author, scanned in and uploaded onto CPOMS. Records recorded on CPOMS must be through the author's own log in account. The record needs to be completed by the adult that received the information.
6. In the absence of the DSL or the deputies, staff must be prepared to refer directly to C-SPA and the police if appropriate, if there is the potential for immediate significant harm.
7. Reports and evidence will be analysed to look for patterns and trends in year groups, areas of the school, online programmes and contextual factors. These will be addressed through SLT discussion.

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

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

For each incident that arises, the school will complete a Risk and Needs Assessment in the form set out in Appendix 2.

Reporting to C-SPA (usually DSL but staff can also do this but staff must be prepared to refer directly in exceptional circumstances)

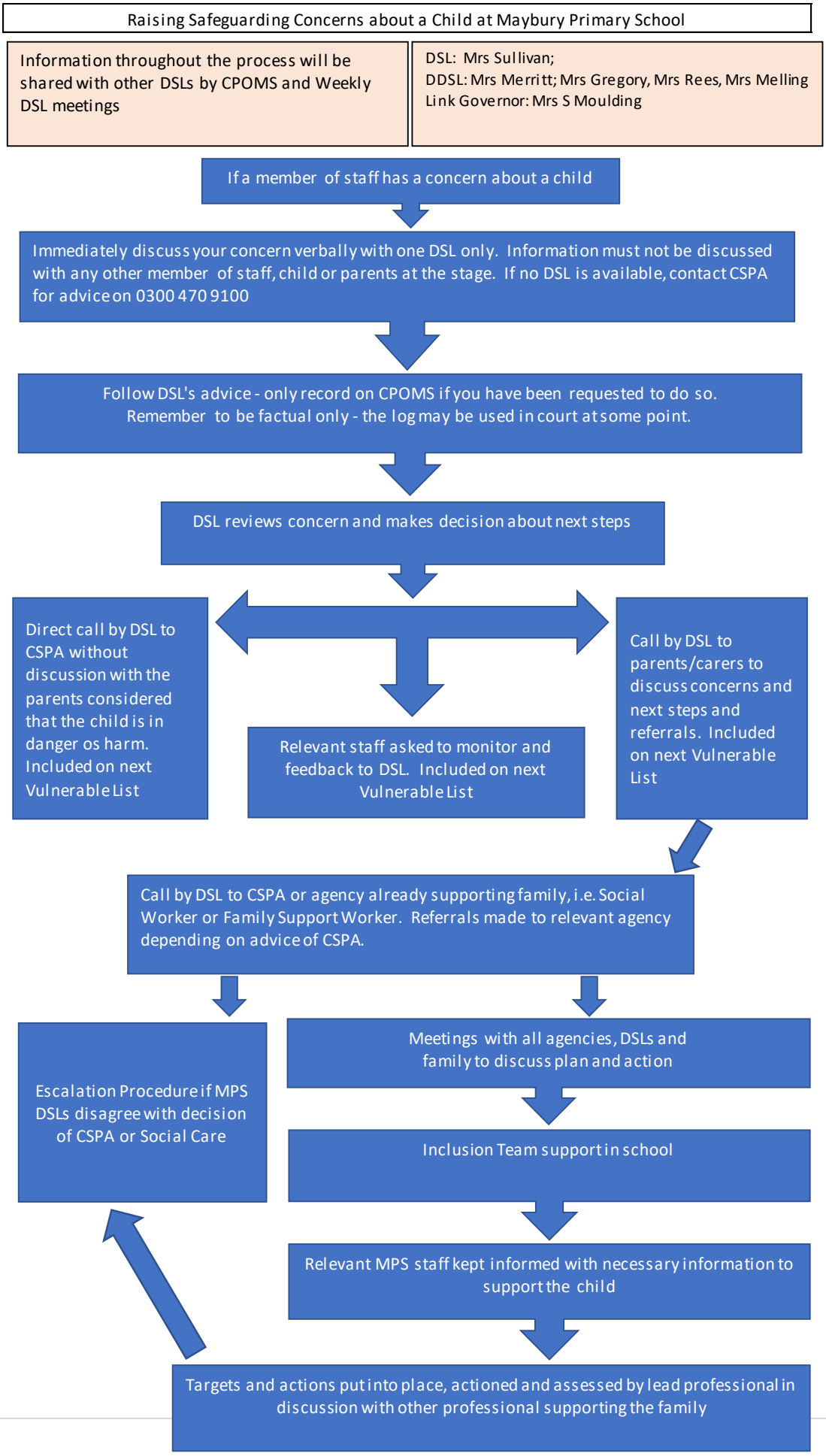
1. Using the Surrey Safeguarding Children Partnership (SSCP) Levels of Need (https://www.surreyscp.org.uk/) (Appendix 1) decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the C-SPA and the police if it is appropriate.

2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.

3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the C-SPA consultation line on 0300 470 9100 by sending a Requesting for Support Form by secure email to: cspa@surreycc.gov.uk. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken
4. If the DSL feels unsure about whether a referral is necessary they can phone the C-SPA to discuss concerns

5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the early help.
6. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
7. When a pupil needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
8. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

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


Raising Safeguarding Concerns about a Child at Maybury Primary School
Information throughout the process will be shared with other DSLs by CPOMS and Weekly DSL meetings
DSL: Mrs Sullivan;
DDSL: Mrs Merritt; Mrs Gregory, Mrs Rees, Mrs Melling
Link Governor: Mrs S Moulding
If a member of staff has a concern about a child
Immediately discuss your concern verbally with one DSL only. Information must not be discussed with any other member of staff, child or parents at the stage. If no DSL is available, contact CSPA for advice on 0300 470 9100
Follow DSL's advice - only record on CPOMS if you have been requested to do so. Remember to be factual only - the log may be used in court at some point.
DSL reviews concern and makes decision about next steps
Direct call by DSL to CSPA without discussion with the parents considered that the child is in danger os harm. Included on next Vulnerable List
Relevant staff asked to monitor and feedback to DSL. Included on next Vulnerable List
Call by DSL to parents/carers to discuss concerns and next steps and referrals. Included on next Vulnerable List
Call by DSL to CSPA or agency already supporting family, i.e. Social Worker or Family Support Worker. Referrals made to relevant agency depending on advice of CSPA.
Escalation Procedure if MPS DSLs disagree with decision of CSPA or Social Care
Meetings with all agencies, DSLs and family to discuss plan and action
Inclusion Team support in school
Relevant MPS staff kept informed with necessary information to support the child
Targets and actions put into place, actioned and assessed by lead professional in discussion with other professional supporting the family

Following a report of sexual violance or sexual harrassment the DSL:

Report received from child, adult, third party. Onsite, offsite, online

Child Reassured

-Taken seriously and kept safe
- Never given the impression they are creating an issue
- Confidentiality not promised; if child does not give consent or agreement, staff must still lawfully share the information with the DSL or DDSL as soon as possible
- Listened to; non-judgementally
- Record the disclosure (factual) at the time or immediately afterwards if more appropriate. Record all concerns, discussions, decisions and reasons for decisions
- The disclosure, incident, names of the children must not be shared with anyone else except the DSL or DDSL

Considerations
Immediately consider how to support all the children involved
- Wishes of the child who the abuse occurred to
- Nature of the alleged incident
- Ages of the children
- Developmental stafe of the child
- Power imbalance
- One off or a pattern
- Ongoing risks to either child
- Wider context (CSE)

Manage Internally
One -off incidents which the school believes the child(ren) are not in need of further involvement. Appropriate to deal with internally under the school's behaviour policy and anti-bullying

Early Help
Non-violent harmful sexual behaviours see Brooks' Traffic Light Tool

Refer to Social Care via CSPA
All incidents wehre a child has been harmed, is at risk of harm or is in immediate danger. Social Care will decied the next steps; be prepared to escalate if necessary

Refer to the police
All incidents of rape, assault by penetration or sexual assault; including primary ged children. Discuss next steps with police.

Risk Assessment
Use schools' risk assessment tool (appendix 2).
Decision of DSL of who to share risk assessment with

Disciplinary Measures Taken
The school's Behaviour Policy and Anti-Bullying Policy

Safeguard and Support for Children Involved
See below

Criminal Process Ends
Conviction or caution; school's Behaviour Policy
Not Guilty; support for all children involved
No further action: support for all children involved

Risk Assess immediately
Do not wait for outcome of referral. Emphasis on child who has been abused to continue usual routines. Alleged perpetrator removed from any classes with child who has been abused. Cobnsider all shared spaces and travelling to and from school. Non-judgement of alleged perpetrator.

Disciplinary Measures Taken
Ensuring that actions do not jeopardise the investigation. School to work closely with the policy and other agencies involved.

Action: The DSL will consider:

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

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

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

Risk Assessment:-

Following a report the DSL will make an immediate risk assessment (identifying risk and needs) in the form set out in Appendix 2 on a case-by-case basis.
The Risk assessment will consider;

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

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

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

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

The DSL should hold an initial meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).
Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.
At any point in the process if there is concern a child has been harmed or is at risk of harm a referral should be made to C-SPA or the police as appropriate.
Immediate referral at the initial stage should be made to Children's Social Care/police if:
· The incident involves an adult.

· There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
· The imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
· The imagery involves sexual acts.
· The imagery involves anyone aged 12 or under.
· There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.
If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without referral to the C-SPA or the Police.
During the decision making the DSL will consider if:
· There is a significant age difference between the sender/receiver.
· There is any coercion, blackmail, groomed or encouragement involved
· The imagery was shared and received with the knowledge of the child in the imagery.
· The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
· There is a significant impact on the children involved.
· The image is of a severe or extreme nature.
· The child involved understands consent.
· The situation is isolated or if the image been more widely distributed.
· There other circumstances relating to either the sender or recipient that may add cause for concern.
· The children have been involved in incidents relating to youth produced sexual imagery before.
· Voyeurism occurred.
If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the C-SPA or the police.
The DSL will record all incidents of making, sharing and sending nudes and semi-nudes, including the actions taken, rationale for actions and the outcome on CPOMS.

As a precaution, all mobile phones and other devices that can take images or can make contact with other devices (e.g. Smart Watches) must be handed in to the school office at the beginning of the school day to be returned to the owner at the end of the school day.

Searching, Screening and Confiscation
If the report includes an online element, staff will be mindful of the Searching, Screening and Confiscation: advice for schools (2022 updated) guidance.

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

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

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

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the child (and potentially themselves and other pupils).

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

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

The school will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy.

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

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

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

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

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

See Appendix 1 for C-SPA contact information and Levels of Need.

Safeguarding and supporting the child who experienced the abuse

The school thinks carefully about the terminology we use to describe the children involved. The needs and wishes of the child who experienced the abuse should be paramount (along with protecting the child)

in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the child who experienced the abuse, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make their daily experience as normal as possible, so that school is a safe space for them.

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

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

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

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

Support may include:

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

Children with special educational needs and disabilities

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

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

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

Working with parents and carers

The school will, in most instances, engage with all of the involved children's parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. The school should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, children's social care and/or the police will have a very clear view and it will be important for the school to work with relevant agencies to ensure a consistent approach is taken to information sharing.

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

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

Safeguarding other children

Consideration should be given to supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic

and support may be required. Following any report of sexual violence or sexual harassment, it is likely that some children will take “sides”. The school should be doing all they can to ensure all children involved and any witnesses, are not being bullied or harassed. Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between the children involved and a very high likelihood that friends from either side could harass the children involved online and/or be sexually harass themselves. Online safety is discussed earlier in this policy.

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

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

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

Contextual Safeguarding

The school assesses the risks and issues in the wider community when considering the well-being and safety of children. As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from influences outside of their families. The school recognises that these extra-familial threats might arise from within their peer groups, from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines
- trafficking
- online abuse
- sexual exploitation
- extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials.

Staff are trained on contextual influences and follow the school procedures for reporting concerns.

Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is or at immediate risk of harming him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in Crisis Prevention Institute (CPI) techniques.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.

When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

Surrey County Council guidance, SCC Touch and the use of Restrictive Physical Intervention When Working with Children and Young People provides further detailed information.

Guidance and documents referred to in this policy

- Children Act 1989
- Surrey Safeguarding Children Partnership protocols, guidance and procedures
- Working Together to Safeguard Children (2026) as updated from time to time
- Keeping Children Safe in Education 2025 (KCSIE)
- Farrer et al 'Child on Child Abuse Toolkit' (2019 and updated Sept 2022)
- Disqualification under the Childcare Act 2006 (updated 2018)
- 'What to do if you are worried a child is being abused' 2015
- Teacher Standards 2011(as updated)
- Information Sharing Advice for Practitioners' guidance 2024
- The Equality Act 2010
- When to call the Police document
- SCC Touch and the use of physical intervention when working with children and young people.
- Surrey County Council Policy Guidance for Safeguarding Children Educated Other than at School (EOTaS)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024)
- Searching, Screening and Confiscation Advice for schools (July 2022)

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

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Anti-Bullying Policy
- Acceptable Use (ICT) Policy
- Acceptable Use (Computing) Policy
- Allegations of Abuse against Staff Policy
- Staff handbook
- Staff Behaviour (Code of Conduct)
- SEND
- Low-level concerns

- Complaints
- Attendance
- Curriculum
- Learning for Life
- Teaching and Learning
- Supporting Pupils with Medical Needs, including Administration of Medicines
- Relationships and Sex Education
- Risk Assessment
- Intimate Care
- Data Protection
- Wellbeing & Positive Mental Health
- Touch and Physical Intervention
- Remote Education Provision Contingency Plan & Information for parents

Further advice on safeguarding and child protection is available from:

Surrey County Council Education Safeguarding Team

Surrey County Council Policy Guidance for Safeguarding Children Missing Education May 2017 (Revised November 2017) https://surreyscb.procedures.org.uk/hkyqlo/procedures-for-specific-circumstances/children-missing-from-education

Contextual Safeguarding Network https://www.contextualsafeguarding.org.uk/

UK Councils support sites
https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Statutory Guidance to Relationships, education and sex education (RSE) and health education (2020)https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

OFSTED publication on safeguarding during inspectionshttps://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills

UK Council for Internet safety (UKCIS) guidance:
https://www.gov.uk/government/publications/education-for-a-connected-world

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

- Barnardo's - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
- Lucy Faithful Foundation - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
- Marie Collins Foundation – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.
- NSPCC - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
- Rape Crisis - National charity and the umbrella body for their network of independent member Rape Crisis Centres.
- UK Safer Internet Centre - Provides advice and support to children, young people, parents, carers and schools about staying safe online. Support for Victims
- Anti-Bullying Alliance - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.

- Rape Crisis - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.
- The Survivors Trust- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
- Victim Support - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
- Childline provides free and confidential advice for children and young people. Toolkits
- Ask AVA - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls. 50
- Lucy Faithfull Foundation HSB Toolkit – provides support, advice, and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse.
- NSPCC - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.
- NSPCC - Resources which help adults respond to children disclosing abuse.
- NSPCC also provides free and independent advice about HSB: NSPCC - Harmful sexual behaviour framework
- Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire – Child-on-child Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to child-on-child abuse.
- Contextual Safeguarding Network – self-assessment toolkit for schools to assess their own response to HSB. Confidentiality
- Gillick competency Fraser guidelines - Guidelines to help with balancing children's rights along with safeguarding responsibilities.
- NSPCC: Things to know and consider Information Sharing
- Government information sharing advice - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.
- Information Commissioner's Office: Education - Information to help schools and colleges comply with UK Further information on sharing nudes and semi-nudes
- London Grid for Learning-collection of advice - Various information and resources dealing with the sharing of nudes and semi-nudes.

- UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes. Supporting them in tackling the range of issues which

Appendix 1
Who to contact if you are concerned that a child or young person is at risk of harm

Police: in an emergency – 999

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

Out of hours phone: 01483 517898

NW C-SPA direct number:- 0300 123 1630

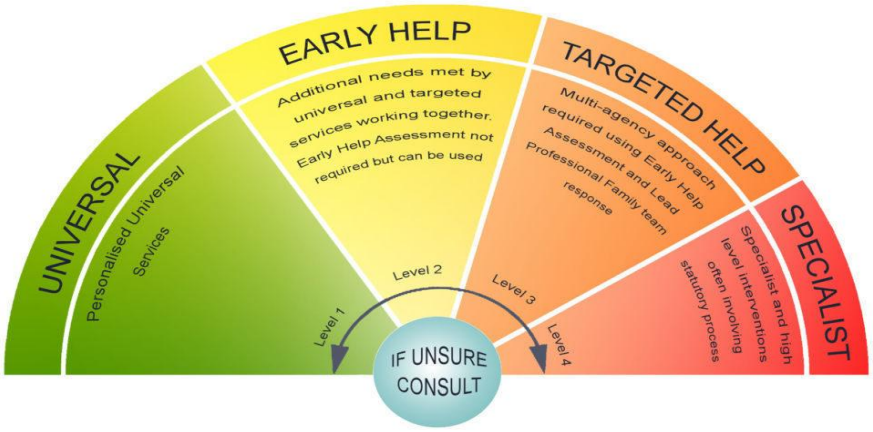
Email for concerns for a child or young person: cspa@surreycc.gov.uk

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

Local Authority Designated Officer (LADO): 0300 123 1650 (option 3) orLADO@surreycc.gov.uk
Monday to Friday from 9am to 5pm

The Consultation Line may advise a referral via a 'Request for Support Form'. This form covers requesting support at levels 2, 3 and 4 of the Surrey Levels of Need. Here is the level of needs windscreen.

For further information please visit: https://www.surreyscb.org.uk/2019/04/02/surrey-effective-family-resilience-in-surrey-including-levels-of-need/



Operation Encompass is continuing. They want us to share information of disclosures with the police (going through the P-SPA or the C-SPA)

P-SPA is the Police Single Point of Access that we can contact to pass on information of a disclosure following a recent Operation Encompass notification or to share relevant information following an Operation Encompass notification that has not been shared with C-SPA or the police previously.

Tel: 01483 636451 or surreypoliceopencompass@surrey.pnn.police.uk

EHCP Support - L-SPA Helpline: 0300 200 1015 (currently 9am – 5pm Monday – Friday)

Appendix 2 : Risk Assessment (risks and needs) format

Maybury Primary School
Risk and Needs Assessment for Sexual Violence and Sexual Harassment

Name of child	
D.O.B.	
Children's Services status	
Any specific safety and well-being concerns/learning needs	
Other professionals involved with the Child/family – name and role	
Date of initial risk assessment	

Details of the incident/behaviours that have led to this risk assessment. *Describe the types of behaviour or language observed, when and where it has happened, details of others involved, response of the child when behaviour was addressed, response of parents/carers when behaviour was reported to them.*
Overview of any other behaviour concerns. *Any use of violence, loss of control, problems in relationships, disruptive behaviour*

What are the concerns for school? *What are the specific behaviours of concern and what are the concerns about risk? Use the Brook Traffic Light model.*	
Who could be harmed and how? *Are there specific concerns about age groups, gender, vulnerable children/people?*	
Record any known triggers for the behaviour. *E.g. particular lessons, activities, times of day, peers, staff, activity outside of school etc.*	Record strategies to reduce or manage triggers. *E.g. Additional supervision or support, child identifying triggers and having Avoid, Control, Escape strategy, specific adults the child can make contact with etc.*
Record any risky locations identified. *E.g. Toilets, changing rooms, unsupervised areas of the school etc.*	Record strategies to minimise risk in identified location. *E.g. Use of different facilities, higher level of supervision, no go areas*
Record any risky activities including use of technology. E.g. school trips, sports lessons, use of internet, computers, phones etc.	Record strategies to minimise risk in identified activities. *E.g. Supervision, separate changing/rooms, monitoring of or removal of access to personal and school devices during school hours etc.*

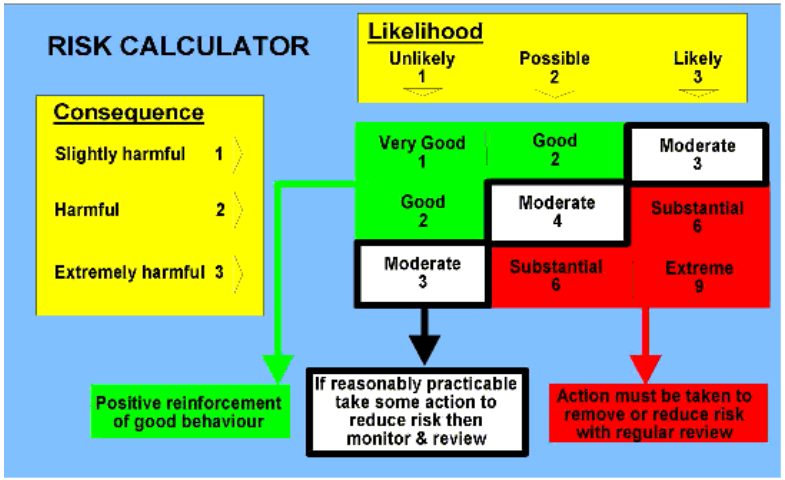
Record transport arrangements to and from school and associated risks	Strategies to manage transport arrangement risks *E.g. Who is responsible for supervision during these times, is there an appropriate person available to manage risk and supervise etc.*

Record the child's strengths. *Where desistance from behaviour is noticed, positive relationships the child has in school, activities/lessons the child enjoys and engages in, positive attributes, skills, values etc.*

Referrals for external support *Include name of agency, support being sought and who will make the referral.*

Recommendations from other agencies working with child

Assessment of general risk



Item number	Hazard observed	Who may be harmed?	Risk rating before controls	Controls	Risk rating after controls

Review – how will you assess whether the level of risk has changed (decrease or increase)? What does the child need to work towards achieving/avoiding?

E.g. Change in the child's attitudes about their behaviour, change in child's approach to others, change in number and type of behavioural incidents etc.

Date of next planned review;		
Who needs to know about this risk assessment? Who will share it with them?		
Agreed by		
Name	Role	Signature
	Headteacher	
	Designated Safeguarding Lead	
	Child	
	Parents/Carers	
	Other agencies	

Appendix 3

Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

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

What is a green behaviour?

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

What can you do?

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

Green behaviours

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

What is an amber behaviour?

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

What can you do?

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

Amber behaviours

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

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

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

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

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

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

Behaviours: age 5 to 9 and 9 to 13

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

What is a green behaviour?

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

What can you do?

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

Green behaviours 5-9

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

Green behaviours 9-13

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

What is an amber behaviour?

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

What can you do?

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

Amber behaviours 5-9

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

Amber behaviours 9-13

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

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

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

Red behaviours 9-13

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

This is intended to be used as a guide only. Please refer to the guidance tool at https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool for further information
Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.
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