ANTI-BULLYING POLICY (inc.EYFS)

Owner	Deputy Head, DSL and Head of Primary & Primary DSL
Authorised by	Head and Governors
Dated	Autumn i 2022
Review	Autumn i 2023

Related school documents:

- Safeguarding policy
- Differentiation policy
- PSHE policy
- ICT policy
- Codes of conduct for ICT use and for live online communication
- Behaviour, rewards and sanctions policy

Useful additional documentation:

- Keeping children safe in education - GOV.UK (www.gov.uk)
- Working Together to Safeguard Children Working Together to Safeguard Children 2018 (publishing.service.gov.uk)
- HM Government advice on Information Sharing. Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)

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1. POLICY AIM

The **aim of this policy** is twofold:
• to **prevent bullying**, as far as possible
• to support staff, pupils and parents to **respond effectively to bullying when it occurs**

Our community at Derby High School is based upon respect, good manners and fair play and we pride ourselves on our respect for each other and mutual tolerance. The School is committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop their full potential. Staff exercise professional curiosity and vigilance and are aware that pupils may not be ready or able to disclose circumstances of harm directly. They are therefore alert to signs and indicators of abuse at all times, and are aware that this can happen at any place, any time and across or within year groups.

Our objectives are to:

- Be pro-active in preventing all forms of bullying;
- Educate children to understand that bullying is not acceptable and that serious bullying may cause psychological damage, which can lead to suicide in the most serious cases;
- Support children who have been/ are being bullied and to help them feel safe again, rebuilding their confidence and resilience;
- Help those who are alleged to have bullied or abused their peers to understand the impact of their behaviour
- Help restore healthy relationships between individuals involved in concerns or allegations of bullying or child on child abuse ;
- Teach pupils to behave in ways which do not cause harm in the future;
- Ensure that no-one in the school community (staff and pupils) uses prejudiced language.
- To maintain compliance with the statutory guidance on child on child abuse as set out in Keeping Children Safe in Education (September 2018)

2. DEFINITIONS

Bullying is defined as deliberately threatening, undermining or hurting someone else, mentally or physically, **over a period of time**.   Bullying may be focused around issues including but not limited to race, religion, cultural background, sexuality, gender, family background (adopted, divorced or carers), SEN or disability. The acronym STOP is a useful tool here: Several Times On Purpose.

Cyber bullying may take place inside or outside school via the use of social networking sites, instant messaging sites, e-mail, mobile phones or other electronic devices, text messages and photographs.

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and nonintimate), friendships and wider peer associations.

Child on child abuse can take various forms, including (but not limited to):
- serious bullying (including cyberbullying),
- relationship abuse,
- domestic violence and abuse,
- child sexual exploitation,

- youth and serious youth violence,
- harmful sexual behaviour, and/or prejudice-based violence including, but not limited to, gender-based violence.

Examples of online child on child abuse would include:
- youth involved sexual imagery, nudes and semi-nudes (see Safeguarding policy for further guidance)
- online abuse,
- child on child grooming,
- harassment.

'Child' or 'children' is defined for the purposes of this policy as a person aged under 18. We have nonetheless chosen not to restrict our approach to child on child abuse under this policy to children but instead to adopt a wider interpretation of our safeguarding responsibilities so that they apply to all pupils, regardless of age. Although the starting point is that the School's response to child on child abuse should be the same for all pupils, regardless of age, there may be some different considerations in relation to, for example, a child aged under 10, or a pupil aged 18 or over in terms of how local agencies and/or partners respond. This, for example, is likely to be different on the part of local authorities, given that their safeguarding duties are limited, in the case of children's social care – save for a number of specific exceptions – to children and, in the case of adult social care services, to adults with care and support needs. Similarly, the School's response to incidents involving the exchange of youth involved sexual imagery will need to differ depending on the age of the pupils involved [see the School's safeguarding policy for further information]. There is also likely to be a more significant criminal justice response in relation to any pupil responsible for abuse who is aged 18 or over.

'Victim' and/or 'Perpetrator' are terms to avoid. This is because our School takes a safeguarding approach to all individuals involved in concerns or allegations about child on child abuse, including those who are alleged to have been abused, and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter. Research has shown that many children who present with harmful behaviour towards others, in the context of child on child abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers.

3. **IDENTIFICATION**

Possible signs of bullying:
a. Changes in behaviour which may indicate that a pupil is being bullied include:
b. Unwillingness to return to school
c. Displays of excessive anxiety, becoming withdrawn or unusually quiet
d. Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
e. Books, bags and other belongings suddenly go missing, or being damaged
f. Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
g. Diminished levels of self confidence
h. Frequent visits to the Medical Room with symptoms such as stomach pains, headaches
i. Unexplained cuts and bruises
j. Frequent absence, erratic attendance, late arrival to class
k. Choosing the company of adults

l. Displaying repressed body language and poor eye contact
m. Difficulty in sleeping, experiencing nightmares
n. Talking of suicide or running away.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Sadly, some individuals are more vulnerable to bullying, and less likely to speak out – including LGBTQ+ pupils, those with mental health issues and those with SEND. This also includes pupils who are otherwise at risk due to circumstances, the full list of which can be found in KCSiE. Again, staff, parents and peers should bear this in mind in cases of possible suspected bullying.

4. CHILD ON CHILD ABUSE

[See definitions section above]
Research suggests that child on child abuse is one of the most common forms of abuse affecting children in the UK. For example, more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion. Two thirds of contact sexual abuse experienced by children aged 17 or under was committed by someone who was also aged 17 or under.

Any child can be vulnerable to child on child abuse due to the strength of peer influence during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an image of a child could be shared, following which they could become more vulnerable to child on child abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse. For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable to child on child abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers.

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. As a result, schools need to explore the gender dynamics of child on child abuse within their settings, and recognise that these will play out differently in single sex, mixed or gender-imbalanced environments,
• children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND and additional barriers can sometimes exist when recognising abuse in children with SEND. These can include: – assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration, – the potential for children with SEND to be disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs, – communication barriers and difficulties, and – overcoming these barriers.
• some children may be more likely to experience child on child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

5. PREVENTATIVE MEASURES

Include:
- A school ethos based on Christian values of respect, tolerance and courtesy;
- Consultations with governors, senior leadership team, and all staff, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community, to create conditions in which our pupils can aspire to, and realise, safe and healthy relationships fostering a whole-school culture: – which is founded on the idea that every member of our School community is responsible for building and maintaining safe and positive relationships, and helping to create a safe School environment in which violence and abuse are never acceptable, [and in which certain behaviour such as the carrying of weapons is not tolerated], – in which pupils are able to develop trusting relationships with staff, and in which staff understand, through regular discussion and training, the importance of these relationships in providing pupils with a sense of belonging, which could otherwise be sought in problematic contexts, – in which pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to, – which
    - proactively identifies positive qualities in pupils;
    - nurtures these qualities;
    - teaches and encourages pupils to think about positive hopes for the future; and
    - supports pupils in developing small-scale goals that enable realistic ambitions, and which provides supervised activities to pupils that give them the experience of having their needs met that might otherwise apparently be met in abusive circumstances. These can include experiencing
        - status;
        - excitement; and
        - a degree of risk,
- Strong pastoral support systems which facilitates early identification and intervention and effective support of pupils, including a wide variety of interventions from external intervention to peer support. Interventions and support will be tailored to the individual involved.
- Formal liaison regarding concerns at all transition points. In particular, at Y6-7 transition, the Head of Primary, Assistant Head Pastoral, Deputy Head and Head of KS3 share concerns and also take these into account when allocating forms in Y7. This also applies for transition from U5 to L6, when the Head of Year for KS4 and5, and the Assistant Head Pastoral will meet to discuss transition. DSLs collaborate weekly, and would discuss transition at relevant points in the year.
- In the senior school, Pastoral Committee monitors pupils considered vulnerable, or causes of concern
- Regular pastoral meetings and briefings across both Senior and Primary Schools highlight pupils of concern to ensure that staff keep a particular watch both in class and at breaks and lunchtime. We also use a pastoral concerns form that staff can access whenever they need to in order to familiarise themselves with current or past issues between pupils. This also covers recommendations for seating plans (keeping certain pupils together/away from each other).
- Regular training for all governors, the senior leadership team, teaching and support staff on:
    - the signs of, nature, prevalence and effect of bullying / child on child abuse, and how to prevent, identify, and respond to it
    - potential bias and stereotyped assumptions
    - safeguarding procedures

- 'hotspots': the times and places where bullying is most likely
- the importance of taking seriously all forms of child on child abuse (no matter how 'low level' they may appear)
- Group work and seating plans in class are organised by the teacher (see differentiation policy). This avoids any unnecessary anxiety.
- Promoting healthy relationships through our Framework for Friendship, the tutor programme, the curriculum, assemblies, form times and interventions
- Whilst recognising that abuse is abuse, and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up', we aim to support children and parents/carers to distinguish between bullying and the 'normal' turbulence which children can experience as they learn to deal appropriately with the problems which arise in their relationships with each other;
- educating children about the signs, nature, prevalence and impact of bullying/child on child abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via:
  - PSHE and the wider curriculum,
  - Assemblies, at least once a year with additional inputs through other assemblies to address key issues as they arise. For example, Chaplain Jo has led 'conflict resolution' sessions with sixth form to address low level issues across year groups.
  - Form times
  - Individual interventions.
- Pupils are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse. They are regularly informed about the School's approach to such issues, including its zero-tolerance policy towards all forms of child on child abuse.
- All children are told to speak to someone they trust if they feel they are being bullied. This may be a friend, older pupil or any member of staff. Advice is also available through organisations such as Childline (0800 11 11). This number is available for pupils on noticeboards and in their planners; the NSPCC has a specific number for children to report incidents of harmful sexual abuse NSPCC 0800 136 663/help@nspcc.org.uk and this is shared with the pupils. A list of useful contacts is sent regularly by email to all pupils. An anonymous report a concern form is available via the intranet if pupils are not confident enough to report via other means.
- Older children and senior girls may be advised to keep their own records of incidents which may be part of a pattern of bullying. These incidents may also include emails, text messages or other written evidence, which should be kept, and should record the names of any other pupils who may have witnessed incidents and when the incidents took place;
- Pupils are encouraged to discuss the problem with their parents.
- Parents are supported through safeguarding updates on Highnotes, the school's weekly newsletter and through one-to-one conversations as required. We also run face to face training sessions when and if appropriate.

6. REPORTING

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by other children, or that a child may be at risk of abusing or may be abusing another child, they should discuss their concern with the DSL without delay (in accordance with the child protection policy) so that a course of action can be agreed. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, the police) is

made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made (see the child protection policy).

Spupils can report to any member of staff. If a child speaks to a member of staff about child on child abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement. A child should never be made to feel like they have created a problem, but rather should feel supported and listened to.

As a school we are also investigating new ways of reporting, including consultation with pupils regarding how they would like to be able to report. As a result of this we now have an anonymous reporting form available on our intranet for pupils to use should they prefer to do so. We are also working on a curriculum programme of educating pupils about not only about what happens if an incident is reported, but also about having the confidence to stand up against child on child abuse and other related behaviours both in school and in the community.

From time to time, parents contact school to report concerns that their child has shared with them, yet insist we do not act, for fear that their child will stop confiding in them if their confidence has been broken. In these circumstances, we take into consideration any wider pastoral information we have about our pupils and the specific nature of the issue reported to help inform our decision. We may choose to act against parent request, if that is the appropriate measure. In such cases, we would explain to parents our course of action and our rationale. In cases where we are prepared to monitor and observe, we will ensure that parents are aware of the risks of not acting. If our monitoring suggests action is needed, we will alert parents and act as appropriate.

For further details, referral pathways and contact details, please see **Safeguarding and Child Protection Policy.**

7. **SCHOOL PROCEDURES FOR RESPONDING TO SUSPICIONS OR ALLEGATIONS OF BULLYING**

- Potential or suspected bullying may be identified in its early stages and in these instances a low-key common-sense approach will be encouraged. Problems will generally be dealt with at class or form level, initially with Class Teachers or Form Tutors speaking to the pupils concerned. Only those who need to be involved will be consulted. Such resolutions will be monitored to see whether further intervention is required.
- Each allegation of bullying is dealt with individually:
  - A pupil who feels they are being bullied will be seen individually, or in the company of a friend if they wish, in order to ascertain the necessary background information. Any evidence, such as text messages, notes or e-mails, will be gathered.
  - Other pupils said to be involved will then be seen in order to allow them to respond to the allegations being made.
  - Every effort will be made, through further interviews if necessary, to establish the facts. This can take some time, but efforts will be made to carry out these investigations within 3 working days.
  - When the facts have been established as far as possible, information will be shared with the relevant authorities. In the Senior School, the Head of Year will always be informed; the Assistant Head Pastoral will be informed and oversee the response; the Deputy Head will usually be informed but will intervene only if help is

requested. In the Primary Department, the Head of Primary will be informed. The Head will be informed of cases where this is deemed appropriate.

- o the appropriate course of action will be pupils involved will normally be contacted, at the appropriate stage of the investigation.
  - In all cases, staff will work with those alleged to have bulliedother children to lead them to understand the consequences of their actions and the hurt they have caused the victim, how to take steps to repair this harm (where possible and/or appropriate) and the choices they must make about their future behaviour.
  - Staff will also work with those bullied to ensure they are supported and to monitor their on-going wellbeing.

Any member of staff who deals with a complaint about bullying (including cyber-bullying), or an incident that may or may not be found to be an act of bullying, will keep notes of the investigation and its outcome and these will be stored securely on isams wellbeing manager. Incidents brought to the attention of the Heads of Year and/or Assistant Head Pastoral and/or Deputy Head will be recorded and clearly identified as bullying in ISAMs wellbeing manager . This is true for both Primary and Secondary School and codes also include racism, child on child abuse and harmful sexual behaviours

8. SCHOOL PROCEDURES FOR RESPONDING TO SUSPICIONS OR ALLEGATIONS OF CHILD ON CHILD ABUSE

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. A bullying case will be treated as child on child abuse and a child protection concern when there is reasonable cause to suspect that the child is suffering or likely to suffer significant harm or stress. The DSL will lead the review of the case and the case will be referred to Children's Social Care and/or the police. Please refer to procedures and contact details in the Safeguarding Policy.

It is essential that all concerns and allegations of child on child abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our School environment. Any response should:

- include a thorough investigation of the concern(s) or allegation(s), and the wider context in which it/they may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident(s), it may be appropriate for the police and/or children's social care to carry out this investigation
  In order to explore where the alleged behaviour falls on a spectrum, and thus decide on an appropriate response, staff involved in the investigation may consider whether the behaviour:
  - is socially acceptable,
  - involves a single incident or has occurred over a period of time,
  - is socially acceptable within the peer group,
  - is problematic and concerning,
  - involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability,
  - involves an element of coercion or pre-planning,
  - involves a power imbalance between the child/ children allegedly responsible for the behaviour and the child/children allegedly the subject of that power, and
  - involves a misuse of power.
- treat all children involved as being at potential risk – while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have

considerable unmet needs and be at risk of harm themselves. The School should ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter,

- take into account:
  - that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider sociocultural contexts such as the child's/ children's peer group (both within and outside the School); family; the school environment; their experience(s) of crime and victimisation in the local community; and the child/children's online presence. Consider what changes may need to be made to these contexts to address the child/ children's needs and to mitigate risk, and
  - the potential complexity of child on child abuse and of children´s experiences, and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting,
  - the views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/ children and their parents, and obtain consent to any referral before it is made. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so. It is particularly important to take into account the wishes of any child who has allegedly been abused, and to give that child as much control as is reasonably possible over decisions regarding how any investigation will be progressed and how they will be supported.

- The DSL will discuss the concern(s) or allegation(s) with the member of staff who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. Where any concern(s) or allegation(s) indicate(s) that indecent images of a child or children may have been shared online, the DSL should consider what urgent action can be taken in addition to the actions and referral duties set out in this policy, and in the School's safeguarding & ICT policy, to seek specialist help in preventing the images spreading further and removing the images from the internet.
  - The Internet Watch Foundation (IWF), for example, has a trained team that can evaluate and remove illegal images from the internet when the images are reported to them quickly. They will also share the image with the National Crime Agency's CEOP Command to facilitate an investigation.
  - Any report to IWF will be made in consultation with the police. DSLs should always use their professional judgement to:
    - (a) assess the nature and seriousness of the alleged behaviour, and
    - (b) determine whether it is appropriate for the alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with children's social care and/or local MASH, and/or other relevant agencies in accordance with the Local Safeguarding Partnership's procedures] on a no-names basis (where possible) to determine the most appropriate response.
- Where the DSL considers or suspects that the alleged behaviour in question might be abusive or violent on a spectrum or where the needs and circumstances of the individual child/children in question might otherwise require it, the DSL should contact children's social care and/or the police immediately and, in any event, within 24 hours of the DSL becoming aware of the alleged behaviour. The DSL will discuss the concern(s) or allegation(s) with the agency and agree on a course of action, which may include:

- o **Manage internally with help from external specialists where appropriate and possible.** Where the alleged behaviour between peers is abusive or violent (as opposed to inappropriate or problematic – unless as stated above), scenarios B, C or D should ordinarily apply. However, where support from local agencies is not available, the School may need to handle concerns or allegations internally. In these cases, the School will engage and seek advice from external specialists (either in the private and/or voluntary sector).
- o **Undertake/contribute to an inter-agency early help assessment,** with targeted early help services provided to address the assessed needs of the child/children and their family. These services may, for example, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, a specialist harmful sexual behaviour team, CAMHS and/or youth offending services.
- o **Refer the child/children to children's social care for a section 17/47 statutory assessment.** Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, a report to the police) is made immediately. This referral will be made to children's social care in the area where the/each child lives. Depending on the safeguarding procedures issued by the Local Safeguarding Partnership in that area, there will normally be an initial review and assessment of the referral, in accordance with that area's assessment framework.

  As a matter of best practice, if an incident of child on child abuse requires referral to and action by children's social care and a strategy meeting is convened, then the School will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the/each child who has experienced the abuse, and the/each child who was responsible for it, and the contexts to which the abuse was associated.
- o **Report alleged criminal behaviour to the police.** Alleged criminal behaviour will ordinarily be reported to the police. However, there are some circumstances where it may not be appropriate to report such behaviour to the police. All concerns or allegations will be assessed on a case by case basis, and in light of the wider context.

- The School will always carry out a safety plan in respect of:
  - o any child who is alleged to have behaved in a way that is considered to be abusive or violent,
  - o any child who has reportedly been abused or affected by the alleged abusive or violent behaviour by another child, or
  - o any child who may be at risk due to the alleged abusive or violent behaviour by another child as deemed appropriate by the DSL. Where it is alleged that a child has behaved in a way that is considered to be inappropriate or problematic (as opposed to abusive or violent), the DSL will use their professional judgement – based on the particular concern(s) and/or allegation(s) raised, and the needs and circumstances of the individual child/children in question – to determine whether (as explained above) it would be appropriate to contact children's social care, and to carry out a safety plan.

Careful judgment and consideration are required as to whether alleged behaviour which might be judged to be inappropriate by an adult might actually be harmful to another child. Consultation is recommended with children's social care if there is any doubt about this. Careful consideration should also be given to a range of factors including the context, severity of the alleged behaviour,

impact of the alleged behaviour on others, risk to others, and whether there are any patterns of behaviour occurring. Where other children have been identified as witnesses to alleged abuse or violence, consideration should also be given by the DSL to whether there might be any risks to those children, and whether a safety plan would be appropriate in relation to any risks presenting to them.

When responding to concern(s) or allegation(s) of child on child abuse, the School will:

- always consider carefully, in consultation with children's social care, the police and other relevant agencies (where they are involved), how to share information about the concern(s) or allegation(s) with the pupil(s) affected, their parents, staff, and other pupils and individuals,
- record the information that is necessary for the School and other relevant agencies (where they are involved) to respond to the concern(s) or allegation(s) and safeguard everyone involved,
- keep a secure record of the legal purpose for sharing the information with any third party, including relevant authorities, and ensure that the third party has agreed to handle the information securely and to only use it for the agreed legal purpose, and
- be mindful of and act in accordance with its safeguarding and data protection duties, including those set out in Working Together to Safeguard Children (July 2018) and the HM Government advice on Information Sharing (updated in July 2018).

9. DISCIPLINARY ACTION

- If disciplinary action is considered necessary, the consequence to be imposed will be agreed in the Senior School by the Deputy Head and in the Primary Department by the Primary Head.

- In serious cases, the matter will be referred to the Head, who will keep the Chair of Governors informed and who will decide on the appropriate course of action; this may include suspension or exclusion in cases of severe and persistent bullying, or child on child abuse.

10. REVIEW

- The School's response to concerns or allegations of child on child abuse should be part of on-going proactive work by the School to embed best practice and in taking a whole-school community Contextual Safeguarding approach (defined above) to such abuse. As such the School's response can become part of its wider prevention work.
- The response could also include the School asking itself a series of questions about the context in which an incident of child on child abuse occurred in the School, the local community in which the School is based, and the wider physical and online environment – such as:
  - What protective factors and influences exist within the School (such as positive peer influences, examples where child on child abuse has been challenged, etc.) and how can the School bolster these?
  - How (if at all) did the School's physical environment or the pupils' routes to and from the School contribute to the abuse, and how can the School address this going forwards, for example by improving the School's safety, security and supervision, or by working with local safeguarding partners to mitigate the risks to pupils' safety whilst travelling to and from the School?

- How (if at all) did the online environment contribute to the abuse, and how can the School address this going forwards, for example by strengthening the way in which the School encourages positive and safe use of the internet by pupils?
- Did wider gender norms, equality issues, and/or societal attitudes contribute to the abuse?
- What was the relationship between the abuse and the cultural norms between staff and pupils, and how can these be addressed going forward?
- Does the abuse indicate a need for staff training on, for example, underlying attitudes, a particular issue or the handling of particular types of abuse, or to address any victim-blaming narratives from staff?
- How have similar cases been managed in the past and what effect has this had?
- Does the case or any identified trends highlight areas for development in the way in which the School works with children to raise their awareness of and/or prevent child on child abuse, including by way of the School's PSHE curriculum and lessons that address underlying attitudes or behaviour such as gender and equalities work, respect, boundaries, consent, children's rights and critical thinking and/or avoiding victim-blaming narratives?
- Are there any lessons to be learnt about the way in which the School engages with parents to address child on child abuse issues?
- Are there underlying issues that affect other schools in the area and is there a need for a multi-agency response?
- Does this case highlight a need to work with certain children to build their confidence, and teach them how to identify and manage abusive behaviour?
- Were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other children in the School? Answers to these questions can be developed into an action plan that is reviewed on a regular basis by the School's leadership and the DSL. The School will, where possible and appropriate, work with the local authority and wider partners to deliver on this plan, possibly as part of a wider Contextual Safeguarding school assessment led by or with input from the local authority.
- Pastoral Committee monitoring allows also for the identification of trends and, in such cases, would result in appropriate action being taken to review school policy and procedures.
- This policy is reviewed annually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which pupils are or may be exposed. A number of staff and pupils are involved in each annual review which involves, and is informed by, an assessment of the impact and effectiveness of this policy over the previous year.
- In the Primary school, the Head of Primary meets with the staff dealing with issues. Assistant Head Pastoral, as DSL in the Primary School would lead on initial investigations, supported by the whole school DSL where appropriate.

11. MULTI-AGENCY WORKING

The School actively engages with its Local Safeguarding Partnership (the DDSCB) in relation to child on child abuse, and works closely with, for example, children's social care, the police and/or other relevant agencies in accordance with the Local Safeguarding Partnership's procedures, and other schools.

The relationships the School has built with these partners are essential to ensuring that the School is able to prevent, identify early, and appropriately handle cases of child on child abuse. They help the School to:

(a) develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist;

(b) ensure that its pupils are able to access the range of services and support they need quickly;

(c) support and help inform the School's local community's response to child on child abuse;

(d) increase the School's awareness and understanding of any concerning trends and emerging risks in its local area to enable it to take preventative action to minimise the risk of these being experienced by its pupils.

The School actively refers concerns and allegations of child on child abuse where necessary to children's social care, the police, the local MASH, and/or other relevant agencies in accordance with the Local Safeguarding Partnership's procedures. This is particularly important because child on child abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the alleged incident cannot appropriately be managed internally by the school itself) to try to address the issue alone – it requires effective partnership working.

APPENDIX A: SEXUAL BEHAVIOURS CONTINUUM MODEL

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

Sexual behaviours continuum model

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

Hackett's continuum relates exclusively to sexual behaviours and is not exhaustive. The Brook Sexual Behaviours Traffic Light Tool can help professionals working with children to distinguish between three levels of sexual behaviour – green, amber and red, and to respond according to the level of concern. The NSPCC also have a HSB framework tool which is a useful resource.