

Child on Child Abuse Policy

July 2026

Signed by:

S Pearson

Headteacher

Date: 11.07.26

K. Hill

Chair of governors

Date: 07.07.26

St Mary Magdalene C of E Primary School

Headteacher: Mrs S Pearson

Assistant Headteachers: Miss E Cave and Mrs R Turvey



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15.

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
2024	06.06.24	B Enever	Legal framework, roles and responsibilities, handling allegations of abuse against pupils
2025	20.6.25	E Cave	Updated footer with updated school badge. Updated values.
2026	3.7.26	E Cave	Updated dates within legal framework

Statement of Intent

St Mary Magdalene CE Primary School believes it is essential to ensure all pupils are safe when they leave school at the end of the day. We appreciate that, for many families, arrangements need to be flexible and it may be that several people care for the child after school. For this reason, we have set out clear procedures that all staff and parents must adhere to, to ensure the safeguarding and wellbeing of pupils.

The aim of this policy is to:

- Keep pupils safe.
- Ensure all staff members are aware of the correct procedures for the end of the school day.
- Make parents aware of the expectations regarding collecting children.
- Highlight the importance of parent-school communication.

This policy is written in line with our school values:

We choose courage over comfort because we know that 'the Lord our God is with us' (Joshua 1:9).

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you."
(Joshua 1:9)

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In our family, love impels us to:

- put others' needs above our own;
- act with humility and without entitlement;
- empower all our community to flourish and succeed;
- provide a haven of compassion and safety, where children and adults know that they are cherished; and
- support those experiencing suffering and sadness – in our community and beyond.

"Let all that you do be done in love." (1 Corinthians 16:14)

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

"Whatever you wish that others would do to you, do also to them." (Matthew 7:12)

Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong;
- repent when we fall short of our own and others' expectations; and
- forgive others for their indiscretions.

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"If your brother sins, rebuke him, and if he repents, forgive him." (Luke 17:3)

Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive.

"And you will know the truth, and the truth will set you free." (John 8:32)

The DSL is: Miss Emily Cave. In the absence of the DSL, child protection matters will be dealt with by: Sam Robinson, Sarah Pearson or Amy Wain.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Human Rights Act 1998
- Sexual Offences Act 2003
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- DfE 'Working together to safeguard children 2023'
- DfE 'Keeping children safe in education 2025'

The policy also has regard to the following non-statutory guidance:

- DfE 'What to do if you're worried a child is being abused'
- DfE 'Information sharing'
- DSIT, DCMS and UK Council for Internet Safety 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE 'Sexual violence and sexual harassment between children in schools and colleges'
- National Police Chief's Council 'When to call the police: guidance for schools and colleges'

This policy operates in conjunction with the following academy policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Data Protection Policy
- Anti-Bullying Policy
- Suspension and Exclusion Policy
- Online Safety Policy
- Staff Code of Conduct
- Mobile Devices Policy
- Data and Cyber-Security Breach Prevention and Management Plan

2. Definitions

"Child-on-child abuse" is defined, for the purposes of this policy, as any form of abuse inflicted by one child or a group of children, i.e. individuals under the age of 18, against another child or group of children. This policy covers child-on-child abuse both inside and outside of **"Harmful sexual behaviour"** is defined as any sexual behaviour which:

- Does not observe and respect any individuals on the receiving end of the behaviour, e.g. touching someone without their consent.
- Is inappropriate for the age or stage of development of the pupil.
- Is problematic, abusive or violent.
- May cause developmental damage.

Please note: Harmful sexual behaviour can occur online and/or face-to-face, and can also occur simultaneously between the two.

This policy will use the following terms to describe pupils involved in child-on-child abuse:

- **Victim(s)** – the individual(s) against whom the abuse has, or has allegedly, been inflicted.
- **Perpetrator(s)** – the individual(s) exhibiting abusive behaviour against their peers.
- **Alleged perpetrator(s)** – individual(s) against whom a report of abusive behaviour has been made, where guilt has not yet been ascertained.

Please note: The use of the word ‘alleged’ does not mean that the pupil in question is not guilty of child-on-child abuse, that the school does not believe the allegation, or that the allegation will not be taken seriously. Staff will remember that the school has a legal duty of care to all perpetrators and alleged perpetrators who are pupils at the school, including a requirement to ensure they can access their education. Staff will also keep in mind that, in some cases, the abusive behaviour will have been harmful to the perpetrator as well. Victims will be reassured that use of the term ‘alleged perpetrator’ is not an attempt to discredit their allegation.

Staff will also be conscious of the fact that not everyone who has been subjected to abuse considers themselves a victim or would want to be described this way. Staff will be prepared to use any term which the individual child is most comfortable. Staff will think very carefully about terminology when speaking in front of pupils, and the use of appropriate terminology will be determined on a case-by-case basis.

3. Roles and responsibilities

The governing board has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Hold the school to account for its obligations under the Human Rights Act 1998, the Equality Act 2010 and their local multi-agency safeguarding arrangements.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance ‘Working Together to Safeguard Children’.
- Confirm that the school’s arrangements for handling child-on-child abuse take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder’s job description.
- Appoint one or more deputy DSLs to provide support to the DSL, ensuring that they are trained to the same standard as the DSL, and that the role is explicit in their job description(s).
- Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post.
- Ensure the DSL is given the additional time, funding, training, resources and support needed to carry out the role effectively.
- Make sure that pupils are taught about child-on-child abuse, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible risk of harm in pupils, including clear routes to escalate concerns and clear referral and accountability systems.

- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation in relation to child-on-child abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Ensure that all governors receive appropriate safeguarding and child protection (including online safety) training at induction that is regularly updated, in order to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust, whole-school approach to safeguarding – this training should include, amongst other things, the expectations and responsibilities on staff in relation to filtering and monitoring.
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The headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one and, where appropriate, Annex A of the 'Keeping children safe in education' (KCSIE) guidance, the Behaviour Policy, the Children Missing Education Policy, online safety training, and the identity of the DSL and any deputies.
- Ensure staff receive training on recognising indicators of abuse and handling disclosures or concerns about a pupil.

The DSL has a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners and the child death review partner.
- Make the necessary child protection referrals to appropriate agencies.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) guidance.
- Liaise with the headteacher to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support for pupils who have been abused by, or who have abused, other pupils.
- Lead the school in taking a preventative approach to child-on-child abuse.

Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation in relation to child-on-child abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.

- Be aware of the signs of abuse and understand that children can be at risk of harm inside and outside of the school, inside and outside the home, and online.
- Adhere to the early help process and understand their role in it.
- Understand and adhere to the procedure to follow in the event that a child confides they are being abused by a peer.
- Understand that children may not feel ready or know how to tell someone that they are being abused, and/or they may not recognise their experiences as harmful.
- Understand that technology is a significant component in many safeguarding issues.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Understand the importance of challenging inappropriate behaviours between children that are abusive in nature.
- Build trusted relationships with children and young people which facilitate communication.

4. Types of child-on-child abuse

Staff will familiarise themselves with the forms that child-on-child abuse can take, including but not limited to:

Physical abuse

A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to another child.

Sexual abuse

A form of abuse involving sexual activity between children – sexual abuse, for the purposes of this policy, is divided into two categories: sexual violence and sexual harassment.

“Sexual violence” encompasses the definitions provided in the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, i.e. non-consensual sexual touching, and causing another child to engage in sexual activity without consent, e.g. forcing someone to touch themselves sexually.

“Sexual harassment” refers to any sexual behaviour that could violate another child’s dignity, make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment, including:

- Sexualised jokes, taunting or comments.
- Physical behaviour, e.g. deliberately brushing against someone.
- Online sexual harassment, including:
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual threats or coercion.

The **“sharing of sexualised imagery”** can also constitute sexual harassment – this refers to the consensual and non-consensual sharing between pupils of sexually explicit content, including that which depicts:

- Another child posing nude or semi-nude.
- Another child touching themselves in a sexual way.

- Any sexual activity involving another child.
- Someone hurting another child sexually.

Staff will be aware that children creating, possessing, and distributing indecent imagery of other children is a criminal offence, even where the imagery is created, possessed, and distributed with the permission of the child depicted, or by the child themselves. Incidents of sharing sexualised imagery will be handled in line with the Child Protection and Safeguarding Policy.

Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (cyberbullying)

Bullying will generally be handled in line with the Anti-bullying Policy; however, particularly severe instances will be handled in line with this policy and the Child Protection and Safeguarding Policy.

Online abuse

This involves the use of technology and the internet in order to harass, threaten or intimidate another child. Instances of online abuse will be managed in line with this policy, the Online Safety Policy and the Anti-bullying Policy.

Discriminatory behaviour

Discriminatory behaviour encompasses abuse inflicted on a pupil because of their protected characteristics, e.g. religion, ethnicity, gender, sexual orientation, culture, or SEND. Discriminatory behaviour is never acceptable, and all cases will be handled in line with this policy and the Child Protection and Safeguarding Policy. In accordance with the Equality Act 2010, schools will not tolerate unlawful discrimination against pupils because of any protected characteristics they may have.

Intimate partner abuse

This involves a romantic partnership between children in which one or both partners are emotionally, physically or sexually abusive to the other. This could include:

- Repetitive insults
- Controlling behaviour, e.g. preventing a child from socialising with others or deliberately isolating them from sources of support.
- Sexual harassment.
- Threats of physical or sexual abuse.

The academy will manage intimate partner abuse in the same way as a case of abuse between any other children, i.e. via the processes outlined in [section 9](#) of this policy, and in line with the Child Protection and Safeguarding Policy.

5. A whole-school approach to child-on-child abuse

The academy will continue to involve all members of the academy community, including the governing board, staff, pupils, parents and other stakeholders, in creating a whole-school approach to child-on-child abuse.

The governing board will ensure that keeping children safe and protected from harm, including child-on-child abuse, is central to all policies and procedures implemented across the academy. The academy will ensure that procedures for handling child-on-child abuse are transparent, clear and understandable, and are readily accessible to any member of the academy community who wishes to access them.

The academy will implement a contextual approach to safeguarding pupils against child-on-child abuse, and will ensure that all procedures take into account incidents of child-on-child abuse that occur outside of the academy or online.

The headteacher will ensure that all staff receive adequate training on handling child-on-child abuse.

Academy culture

The academy prioritises cultivating a safe and respectful environment amongst pupils, and ensures that all pupils are aware that the academy adopts a **zero-tolerance stance** on child-on-child abuse of any kind.

The school will promote respectful interactions amongst pupils, and all staff will model appropriate and respectful behaviour. Staff will take care to avoid normalising harmful behaviour, particularly harmful sexual behaviour, e.g. by refraining from the use of phrases such as 'boys will be boys' or describing such behaviour as 'just having a laugh' or 'part of growing up', as these phrases can lead to a culture of unacceptable behaviours and normalised abuse.

The school will ensure that wider societal factors that exacerbate the problem of child-on-child abuse are reflected in its approach to creating a preventative culture. This means that individuals who are more likely to be abused, e.g. girls or LGBTQ+ pupils, or who are at increased risk of acting as a perpetrator in abusive situations, e.g. due to abusive home situations or anger management issues, are given additional support from an early stage. The school will have a clear set of values and standards that will be upheld and demonstrated throughout all aspects of school life and will be underpinned by the school's policies, procedures and curriculum.

The school will manage all early help and intervention for pupils that show early signs of harmful behaviour, or early signs of being the victim of harmful behaviour, in line with the Child Protection and Safeguarding Policy.

Curriculum

The academy maintains the position that education surrounding respectful and healthy attitudes and behaviour towards others is the best way to combat child-on-child abuse in the academy. All staff, not just teaching staff, are responsible for passing this knowledge on to pupils.

In order to prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the academy will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum and extra-curricular activities.

The academy will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships

- Respectful behaviour
- Stereotyping and equality
- LGBTQ+ identities and relationships
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

The curriculum will ensure that pupils of all ages are taught about and understand the concept of consent and its importance in an age-appropriate way.

6. Channels for reporting abuse

Pupils will be able to report incidents of child-on-child abuse or concerns about the behaviour of their peers through the following channels:

- **Reporting to the class teacher**, who will then investigate the incident, set appropriate sanctions for the perpetrator and inform the DSL, Headteacher and/or Anti-Bullying Coordinator (as appropriate) of the incident and outcome via CPOMS and a Sexualised Behaviours Report Form (uploaded to CPOMS). This will also be recorded in the bound book.
- **Parents and carers** report any concerns to class teacher in person or via email. They can also telephone the office to highlight any concerns they have which will then be passed on to the relevant member of staff in school.
- **Children and young people** in school including bystanders – report any concerns to any member of staff
- **All staff and visitor** will report any concerns via CPOMS (if applicable) or to an appropriate adult within school
- Ensuring each pupil has identified 5 adults they will talk to if needed.

All channels for reporting abuse will be promoted and publicised throughout the academy, and all pupils will be made aware of how, and to whom, to report incidents of abuse. The academy will also ensure pupils are aware of the type of behaviour that should be reported, ranging from criminal behaviour, e.g. rape or sexual assault, to everyday harassment, e.g. sexualised jokes or inappropriate comments, to ensure that those impacted by the behaviour do not view their experience as 'not serious enough' to report.

The academy will maintain a culture that promotes reporting abuse, whether the individual reporting is directly impacted by the behaviour, a bystander, or a friend or relative of someone impacted. Staff will address any incidents of pupils equating reporting abuse to 'snitching' or being a 'tattle-tale' and will convey to these pupils how important it is to report abuse to help tackle the wider problem of child-on-child abuse in schools.

7. Protecting pupils with increased vulnerability to child-on-child abuse

The academy is aware that, while child-on-child abuse can be perpetrated by, and against, anyone, there are certain groups of pupils who are at an increased risk of being on the receiving end of child-on-child abuse.

Staff will be careful to acknowledge the increased risk certain pupils face while refraining from making assumptions about the nature of any reported, witnessed or suspected abuse. Staff will be aware that pupils who are generally at increased risk of abuse can also be instigators of abuse.

The academy will ensure that action is taken, where possible, before major concerns arise; therefore, incidents of low-level abuse related to the characteristics of the below groups will be handled in line with early help procedures, which are laid out within the Child Protection and Safeguarding Policy.

Girls

Staff will be aware that girls are more likely to be on the receiving end of child-on-child sexual abuse than their male counterparts, and that sexual violence and harassment against girls is very common and accounts for the majority of cases.

Taking into account that sexual harassment against girls is widespread in society, and largely based in gender inequality, the academy will aim to encourage gender equality in all aspects of its operations. The academy will aim to promote and nurture healthy attitudes and relationships amongst pupils of all genders, e.g. by challenging and working to deconstruct gender stereotypes in the academy.

Staff will challenge any incidents of misogynistic language or gender-based abuse, whether of a sexualised nature or not, as holding misogynistic viewpoints can make a pupil more likely to commit sexualised violence in the future.

LGBTQ+ pupils

Staff will be aware that pupils who are LGBTQ+, or are perceived to be LGBTQ+ whether they are or not, are more likely to be targeted by their peers, e.g. for discriminatory bullying.

The academy holds a zero-tolerance policy towards pupils using homophobic, biphobic or transphobic language, regardless of whether or not the language is being directed at another individual. Every staff member is individually responsible for challenging such behaviour and making clear to all pupils that any abuse towards pupils who are LGBTQ+, or who are perceived to be, is unacceptable.

Pupils with SEND

Staff will be aware that pupils with SEND are at increased risk of child-on-child abuse. The academy will ensure that there are mechanisms in place to support pupils with SEND in reporting abuse, with due regard paid to the fact that these pupils may face additional barriers to reporting abuse and that spotting signs of abuse in these pupils may be harder.

Staff will avoid assuming that changes in the behaviour of pupils with SEND are as a result of their needs or disability, and will report any concerns to the DSL. The DSL and the SENCO will collaborate in the handling of instances of abuse towards pupils with SEND to ensure that barriers to communication can be effectively managed.

Black, Asian and minority ethnic (BAME) pupils

Staff will be aware that minority ethnic pupils, particularly black pupils, may be less likely to report abuse committed against them, and may be more likely to be misidentified as instigators of abuse.

The academy holds a zero-tolerance policy towards pupils using racist language, regardless of whether the language is being directed at another individual. Every staff member is individually responsible for challenging such behaviour and making clear to all pupils that any abuse towards pupils from BAME backgrounds is unacceptable.

Staff will also be aware that BAME girls, BAME pupils with SEND, or BAME LGBTQ+, or perceived LGBTQ+ pupils, are likely to face increased abuse due to the intersection of these identities. Staff will be vigilant with regard to these pupils and the ways in which other pupils behave towards them, in order to ensure any incidents or potential incidents can be handled as soon as they occur.

8. Staff identifying and reporting concerns

Staff will receive safeguarding training as part of their induction, and annual refresher training. This training will include guidance on how to recognise indicators of child-on-child abuse of all kinds, and how to distinguish between behaviour, particularly sexual behaviour, that is developmentally appropriate and that which is harmful.

When identifying pupils at risk of potential harm or who have been harmed by their peers, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem
- Changes to their social group, e.g. spending time with older pupils, or social isolation
- Alcohol or substance misuse

Where a pupil is displaying signs of being impacted by child-on-child abuse, or perpetrating child-on-child abuse, staff will report this to the DSL as soon as is reasonably practical.

Staff will challenge all instances of abusive or harmful behaviour displayed by pupils that they witness or are reported to them. Staff will not wait for concerns or situations between pupils to escalate before intervening; minor or singular instances of abusive behaviour will still be brought to the attention of the DSL and the pupil will always be spoken to about their behaviour and disciplined, where appropriate, in line with the Behaviour Policy.

Staff will enforce the academy's policy that no known and substantiated incident of abusive or harmful behaviour between pupils will occur without consequences for the instigator(s) of the behaviour, although these consequences will be decided on a case-by-case basis and will take into account the views of the impacted by the behaviour, the context of the behaviour and the severity of the incident.

Staff will be aware that just because a victim of abusive behaviour does not report the behaviour or react to the behaviour negatively, this does not mean that the behaviour is not still harmful; staff will be made aware that some pupils will be uncomfortable challenging their peers on inappropriate behaviour, or may not be aware themselves that the behaviour is abusive.

Staff will ensure that both the perpetrator(s), or alleged perpetrator(s), and the victim(s) understand that such behaviour inflicted by or against them was unacceptable; staff will be made aware that failing to challenge a pupil on unacceptable behaviour can normalise that behaviour not just for the pupil in question, but for all pupils who see the behaviour going unchallenged.

Staff will remain cognisant that downplaying abusive behaviour can lead to a culture of unacceptable behaviour throughout the school and, as such, will treat all displays or reports of abusive behaviour with the utmost severity and sensitivity in order to reinforce to all pupils that such behaviour will not be tolerated, and to prevent further instances of this behaviour in the future.

9. Handling allegations of abuse against pupils

Staff will always, when handling an incident of alleged abuse, take the report of those impacted by the behaviour seriously, reassure them, support them and work to keep them safe. Those impacted by the behaviour will never be made to feel like they are causing a problem, be made to feel ashamed, or have their experience minimised by staff at the academy. Staff will be aware of the importance of not downplaying any reports of abuse; however, will ensure that they remain sympathetic, and observant of the duty of care, to both the alleged instigator(s) of the behaviour and those impacted.

If a friend of someone impacted by the behaviour makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it or wait for a disclosure. The basic principles remain the same as when someone impacted by the behaviour reports an incident; however, staff will consider why someone impacted by the behaviour has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of children's social care where necessary. Staff will speak to the DSL. All staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have any concerns.

Where an alleged incident took place away from the academy or online but involved pupils from the academy, the academy's duty to safeguard pupils remains the same and the incident will be treated equally as seriously and investigated in the same way as an incident that took place in the academy.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the pupil chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the pupil with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure; staff will ensure they remain engaged and not appear distracted.
- Understanding that victims may not disclose the whole picture immediately and may be more comfortable providing information on a step-by-step basis.
- Ensuring that dialogue is kept open and encouraged.
- Only recording the facts as the pupil presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing – this must be clear, detailed and objective - and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

The academy will only engage staff and agencies required to support those impacted by the behaviour and/or be involved in any investigation. If someone impacted by the behaviour asks the academy not to tell anyone about the disclosure, the academy cannot make this promise. Even without someone who has been impacted by the behaviour consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place those impacted by the behaviour at greater risk.
- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to children's social care.
- Rape, assault by penetration and sexual assault are crimes – reports containing any such crimes will be passed to the police.

The DSL will weigh the wishes of those impacted by the behaviour against their duty to protect those impacted and others. If a referral is made against the wishes of those impacted by the behaviour, it will be done so extremely carefully and the reasons for referral will be explained to those impacted by the behaviour. Appropriate specialist support will always be offered.

Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The academy will do all it can to protect the anonymity of pupils involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the pupils involved. When deciding on the steps to take, the academy will consider the role of social media in potentially exposing the identity of those impacted by the behaviour and facilitating the spread of rumours.

Risk assessment

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim, especially their protection and support.
- Whether there may have been other victims.
- The alleged perpetrator.
- Other pupils at the school, especially any actions that are appropriate to protect them.
- The time and location of the incident, and any action required to make the location safer.

Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the academy's Data Protection Policy.

Taking action following a disclosure

The DSL or a deputy will decide the academy's initial response, taking into consideration:

- The wishes of those impacted by the behaviour.

- The nature of the incident.
- The ages and developmental stages of the pupils involved.
- Any power imbalance between the pupils.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a pupil's life that threaten their safety and/or welfare.
- The best interests of the pupil.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support those impacted by the behaviour, the alleged perpetrator and any other pupils involved.

For reports of rape and assault by penetration, the alleged perpetrator will be removed from any classes shared with those impacted whilst the academy establishes the facts. The academy will consider how to keep those impacted and alleged instigator apart on academy premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged instigator of the behaviour.

For reports of sexual violence and sexual harassment, the proximity of those impacted by the behaviour and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately. In all cases, the initial report will be carefully evaluated and the wishes of those impacted by the behaviour, nature of the allegations and requirement to protect all pupils will be taken into consideration.

Where a pupil is found to have been involved in harmful sexual behaviour, e.g. non-consensually sharing indecent imagery of another pupil, the academy will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

Managing the report

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to children's social care or the police, the academy will speak to the relevant agency to discuss informing the alleged instigator of the behaviour.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally.
- Providing early help.
- Referring to children's social care.
- Reporting to the police.

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions:

- The age of consent is 16.
- A child under the age of 13 can **never** consent to sexual activity.
- Sexual intercourse without consent is **always** rape.

- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is **illegal** – including children making and sending images and videos of themselves.

Managing internally

In some cases, e.g. one-off incidents, the academy may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support. The NSPCC provides useful guidance on responding to pupils who display sexualised behaviour on the following website <https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour/managing-incidents>

Providing early help

The academy may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent the escalation of sexual violence.

Referral to children's social care

If a pupil has been harmed, is at risk of harm or is in immediate danger, the academy will make a referral to children's social care. Parents will be informed unless there is a compelling reason not to do so (if referral will place those impacted by the behaviour at risk). This decision will be made in consultation with children's social care.

The academy will not wait for the outcome of an investigation before protecting those impacted by the behaviour and other pupils.

The DSL will work closely with children's social care to ensure that the academy's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions. If children's social care decide that a statutory investigation is not appropriate, the academy will consider referring the incident again if they believe the pupil to be in immediate danger or at risk of harm. If the academy agrees with the decision made by children's social care, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to children's social care. The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the academy to support the pupil with any decision they take, in unison with children's social care and any appropriate specialist agencies.

The DSL and governing board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect those impacted by the behaviour and their anonymity. The DSL will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the academy will continue to engage with specialist support for those impacted by the behaviour as required.

Bail conditions

Pupils against whom further action is taken by the police may be released under bail conditions or 'released under investigation' (RUI) in circumstances that do not warrant the application of bail. Where this occurs and the perpetrator returns to academy, the academy's primary focus will be conducting an assessment of the risk the instigator poses to those impacted by the behaviour or other pupils and staff at the academy, both physically and in terms of trauma or emotional stress, and implementing any mitigating measures necessary to reduce the harm caused.

The academy will work with children's social care and the police to support those impacted by the behaviour, alleged perpetrator and other pupils (especially witnesses) during criminal investigations. The academy will seek advice from the police to ensure they meet their safeguarding responsibilities.

The academy will liaise with police investigators to develop a balanced set of arrangements whereby both the alleged perpetrator and those impacted by the behaviour can continue to receive a suitable education without compromising any ongoing investigations or the emotional state of those impacted by the behaviour.

Managing delays in the criminal justice system

The academy will not wait for the outcome (or even the start) of criminal proceedings before protecting those impacted by the behaviour, alleged perpetrator and other pupils. The associated risk assessment will be used to inform any decisions made. The DSL will work closely with the police to ensure the academy does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The end of the criminal process

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same academy as those impacted by the behaviour, the academy will set out clear expectations regarding the instigator of the behaviour, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the timetable of instigator of the behaviour. The academy will ensure that those impacted by the behaviour and the perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the academy will offer support to those impacted by the behaviour and alleged perpetrator for as long as is necessary. Those impacted by the behaviour are likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The academy will discuss decisions with the those impacted by the behaviour and offer support. The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

The headteacher will carefully consider, on a case-by-case basis, whether allowing those impacted by the behaviour and the alleged perpetrator to share classes or attend the same activities is conducive to either party's effective education, and will implement alternative arrangements, in consultation with the DSL (and SENCO where those impacted by the behaviour or alleged perpetrator has SEND), where necessary.

Ongoing support for those impacted by the behaviour

Any decisions regarding safeguarding and supporting those impacted will be made with the following considerations in mind:

- The terminology the academy uses to describe those impacted
- The age and developmental stage of those impacted

- The needs and wishes of those impacted
- Whether those impacted wish to continue in their normal routine
- Those impacted will not be made to feel ashamed about making a report
- What a proportionate response looks like

Those impacted by the behaviour may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and those impacted can choose to appoint a designated trusted adult.

Those impacted by the behaviour may struggle in a normal classroom environment. Whilst it is important not to isolate those impacted, they may wish to be withdrawn from lessons and activities at times. This will only happen when those impacted by the behaviour wants it to, not because it makes it easier to manage the situation. The academy will provide a physical space for those impacted to withdraw to.

Those impacted by the behaviour may require support for a long period of time and the academy will be prepared to offer long-term support in liaison with relevant agencies. Everything possible will be done to prevent those impacted by the behaviour from bullying and harassment as a result of any report they have made. If those impacted are unable to remain in the academy, alternative provision or a move to another setting will be considered – this will only be considered at the request of those impacted by the behaviour and following discussion with their parents. If those impacted by the behaviour do move to another setting, the DSL will inform the setting of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

Any decisions made regarding the support required for an alleged perpetrator will be made with the following considerations in mind:

- The terminology the academy uses to describe the alleged perpetrator
- The balance of safeguarding those impacted by the behaviour and providing the alleged perpetrator with education and support
- The reasons why the alleged perpetrator may have abused those impacted by the behaviour – and the support necessary
- Their age and developmental stage
- What a proportionate response looks like
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials
- What the outcome of the investigation was

When making a decision, advice will be taken from children's social care, specialist sexual violence services and the police as appropriate. If the alleged perpetrator moves to another setting (for any reason), the DSL will inform the destination setting of any ongoing support needs and transfer the child protection file.

If the reported abuse is found to have taken place, the academy will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged instigator of the behaviour

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the academy reaching its own conclusion and imposing an appropriate penalty.

The academy will make such decisions on a case-by-case basis, with the DSL taking a leading role. The academy will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and children's social care will be consulted where necessary. The academy will also consider whether circumstances make it unreasonable or irrational for the academy to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time. The academy will be clear whether action taken is disciplinary, supportive or both.

Shared classes

Once the DSL has decided to progress a report, they will again consider whether those impacted by the behaviour and alleged perpetrator will be separated in classes, on academy premises and on academy transport – balancing the academy's duty to educate against its duty to safeguard. The best interests of pupils will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with those impacted by the behaviour and potential contact on academy premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the academy would harm the education or welfare of those impacted by the behaviour and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the academy will consider suitable sanctions and permanent exclusion. If the perpetrator remains at the academy, the academy will keep those impacted by the behaviour and the instigator in separate classes and manage potential contact on academy premises and transport. The nature of the conviction or caution, alongside the wishes of those impacted by the behaviour, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that those impacted by the behaviour have lied. Both the those impacted by the behaviour and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the academy will record its decisions and be able to justify them. The needs and wishes of those impacted will always be at the heart of the process.

Working with parents

In most sexual violence cases, the academy will work with the parents of both those impacted by the behaviour and alleged instigator of the behaviour. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The academy will meet the parents of those impacted by the behaviour with their child present to discuss the arrangements being put in place to safeguard, and to understand their wishes in terms of support arrangements and the progression of the report.

The academy will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with those impacted by the behaviour. Reasons

behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how the academy will handle reports of sexual violence and how those impacted by the behaviour and alleged instigator(s) of the behaviour will be supported will be made available to parents.

Safeguarding other pupils

Pupils who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support. It is likely that pupils will “take sides” following a report, and the academy will do everything in its power to protect those impacted by the behaviour, alleged perpetrator and witnesses from bullying and harassment.

The academy will keep in mind that contact may be made between those impacted by the behaviour and alleged instigator of the behaviour, and that harassment from friends of both parties could take place via social media and will do everything in its power to prevent such activity.

As part of the academy’s risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both those impacted by the behaviour and alleged instigator of the behaviour. The academy will consider any additional support that can be put in place.

10. Monitoring and review

This policy is reviewed annually by the DSL and the headteacher. Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is **July 2027**.

Appendix 1 Safety plan template

This safety plan should be completed with professionals who support the child/young person and their family.

The child/young person should be involved in creating and have access to a version of the plan that is appropriate for their age and level of development.

The wishes and feelings of any pupils impacted by harmful sexual behaviour should be understood and facilitated wherever possible. It is vital that all pupils feel safe in the academy.

Professional judgement should be used as to whether the child/young person should attend any safety planning meetings. However, their wishes and feelings should be gathered prior to any safety planning meetings by a professional with whom they have a positive relationship.

The safety plan should be reviewed at regular intervals (e.g. every three months) or if there is a change in perceived risk or other circumstance.

The safety plan should be a dynamic document that supports the pupil's development and healthy peer relationships, while promoting safety within the academy. It should be proportionate to the level of risk and non-punitive. Identifying and promoting strengths is as important as identifying concerns and risks, as positive life skills can counter some risky behaviour.

Name of child/young person:	
Date of birth:	
School/education setting:	
Class:	
Date of completion:	
Present at meeting:	
1 Background information	
1.1 Please provide an overview of the known sexual behaviour concerns in the academy, home and community: Be specific; avoid general statements, such as 'sexualised/inappropriate behaviour'. Was there use of force/coercion/planning/secrecy? Record relationship and potential power differentials between any pupil involved and all pupil's responses. Is behaviour frequent or has it escalated in severity?	
School: Home: Community:	

1.2 Provide an overview of other behaviour concerns:

Such as bullying, violence, disruptive behaviour.

1.3 Other relevant factors:

Family background, involvement of children's services, learning difficulties, disabilities or cultural/religious factors.

1.4 What interventions/consequences are already in place or have taken place:

Restrictions on activities/movement around the academy, one-to-one work or whole school/class work, specialist services.

1.5 Pupil's views regarding their sexual behaviour and other behavioural concerns:

Do they understand the concerns, do they deny or accept the behaviours, are they embarrassed, angry, remorseful etc?

1.6 Parent's/carer's views regarding pupil's sexual behaviour and other behavioural concerns:

Are they angry, rejecting, supportive, minimising, concerned?

2 Identifying risks
2.1 Record any known triggers to the behaviour: Particular lessons, activities, peers, staff and events outside of the academy.
Where identified, detail strategies to reduce triggers: What supervision is available to support the young person, can the pupil identify triggers to the behaviour?
2.2 Identify any risky locations in the academy: Toilets, unsupervised areas, corridors, playgrounds etc.
Where risky locations are identified, detail plans to minimise risk: Using different toilets/toilet times, additional supervision? No-go areas for child/young person?

2.3 Identify any others who may be particularly vulnerable: Include staff, visitors and other pupils and, maintaining appropriate confidentiality, detail why they might be vulnerable
Where vulnerable individuals have been identified, detail plans to minimise risk: Supervision, assessing suitability for contact activities, consideration of classroom seating arrangements, consider whether one-to-one work is appropriate.
2.4 Identify any risky activities: RSE lessons, school trips, PE, including getting changed/contact sports, residential stays.
Where identified, detail strategies to minimise risk: Supervision, changing in different room, conducting activities safely without supervision

2.5 Explore child's/young person's access to internet/media and any associated risks, including personal devices:

Is access monitored and supervised, are safety settings/filters applied, is access available in unstructured time, are personal devices accessible during the day?

Where identified, detail strategies to minimise risk:

Supervised access, use of filters, no personal devices, whole school online safety.

2.6 Explore and record transport arrangements to and from the academy:

Walking, bus, car, shared transport arrangements. Include whether the pupil is transported by the local authority, whether they are transported with other pupils, what the supervision arrangements are, is the person supervising (e.g. taxi driver) aware of the potential risks and is there an appropriate person to manage them, consider whether the child/young person should be transported individually or with additional supervision.

Where concerns are identified, detail actions/changes required to transport arrangements:
3 Strengths
3.1 Identify areas/locations within the academy that are not assessed as requiring additional planning/supervision at this time: Please note areas where there has been no history of incidents or concerns, or where existing supervision manages risk.
3.2 Please describe positive relations the pupil has: Include professionals, family, peers etc.
3.3 Please note activities/lessons the pupil enjoys and engages in positively: Describe how these will be promoted and maintained Consider any additional activities that could be encouraged to promote prosocial behaviour and self-esteem.

3 Strengths

3.1 Identify areas/locations within the academy that are not assessed as requiring additional planning/supervision at this time:

Please note areas where there has been no history of incidents or concerns, or where existing supervision manages risk.

3.2 Please describe positive relations the pupil has:

Include professionals, family, peers etc.

3.3 Please note activities/lessons the pupil enjoys and engages in positively:

Describe how these will be promoted and maintained

Consider any additional activities that could be encouraged to promote prosocial behaviour and self-esteem.

3.4 Please identify positive attributes/characteristics/skills the pupil possesses which can be promoted to help them meet their emotional needs in a healthy way:

4. Implementation

4.1 Who needs to know about this plan:

Consider lunchtime supervisors, teaching staff, volunteers, contractors, governors.

Who will share this information and when?

4.2 Work to be undertaken with the young person and wider school population:

Include one-to-one work, e.g. emotional literacy, communication skills, empathy work, NSPCC Underwear Rule, online safety, RSE.

Note whether this is individual or wider school work.

4.3 Referrals for external support:

Specialist services, e.g CAMHS, NSPCC. Note any identified need, e.g. safeguarding, therapeutic support. Who will make the referral and timescales?

5 Measuring risk

5.1 How will you measure whether the level of risk has changed:

This may include:

- change in the pupil's view regarding their behaviours
- reduction or increase of incidents of sexual behaviours
- reduction or increase in other concerning behaviours
- reduction or increase of prosocial behaviour/activities

5.2 Review date:

The plan should be reviewed every three months or if there is a further event that impacts on risk.

Signatures of attendees:

Appendix 2 Sexualised behaviours recording form template

Form to be completed by person who witnessed the incident or had the incident reported to them. This can be done with support, e.g. from the safeguarding lead. This template can be used each time there is an incident of concerning sexual behaviour.

BEHAVIOUR RECORDING FORM NUMBER:	
Details of child/young person	
Name:	
DOB:	
Any specific vulnerabilities:	
Any other behavioural concerns:	
Any other previous incidents of sexualised behaviour:	
Details of the Incident: <i>Detail anything of note that took place before the behaviour. Describe in detail what was observed or reported. Use quotation marks to describe the pupil's/pupils' words. Avoid terms such as 'inappropriate touch, sexualised behaviour' etc. as they are too vague.</i>	
Other significant factors:	

Describe if there was any observed planning, physical force, coercion, secrecy, any adult sexual behaviour i.e. not age appropriate. Oral, penetration/attempted penetration or mutual, consenting, light hearted, sexual behaviour, exploratory.

Power imbalances:

Describe any power difference between the children/young people involved in the incident, e.g. age, relationship, social status, developmental differences, size, learning disabilities, physical disabilities etc.

Reaction of the children/young people involved in the incident:

Describe individually for all pupils involved e.g. fear, tearful, anxiety, happy, playful, embarrassed, angry, regretful, taking responsibility.

Anonymise where necessary when attaching the recording to an individual's school records.

Behaviour management:

How was behaviour addressed in the immediacy? Was SDSE used/discussed?

How will the behaviour be addressed in the future, e.g. whole class/school response – PANTS, pastoral support?

Report/referral to other agencies, including social care.

What support will be offered if necessary to the children/young people involved?

Reaction of parents/carers:

Record individually the parents/carers' reactions for each pupil – you may need to record their initial response and their subsequent response. For example, a parent may react negatively initially, but then responds in a more supportive manner in time.

Supportive/concerned/caring/rejecting/angry/shocked.

Have they similar concerns at home?

Anonymise where necessary when attaching the recording to an individual's school records.

Completed by:

Date: