Chadwell St Mary
Primary School

Child-on-child abuse policy

September 2023

This policy will be reviewed annually in line with the release of the updated KCSIE document.

Last updated August 2023

MEMBER OF THE
SOUTH WEST ESSEX
COMMUNITY EDUCATION TRUST

<p style="text-align: center"><u>**Child-on-child abuse - Policy and Procedural Guidance**</u></p>

The Keeping Children Safe in Education (KCSIE) 2023 states that:

> *'All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it). Paragraph 32*

1. Context and Definition

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

This abuse can:

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

Staff should be aware that children or young people who harm others may have additional or complex needs e.g.:

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

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

2. Responsibility

At Chadwell St Mary Primary School we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration of the impact on that individual child's emotional and mental health and well-being through a 'zero tolerance' approach. Child-on-child abuse is referenced in our Safeguarding Policy but due to the sensitive nature and specific issues around child-on-child abuse, it necessitates us having this separate policy guidance.

All staff should be able to recognise the indicators and signs of child-on-child abuse, know how to identify it, and respond to reports.

All staff are expected to understand the importance of challenging inappropriate behaviours between children that are actually abusive in nature and to the follow the procedures that are set out in this policy when this type of behaviour occurs. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We will have clear systems in place, which will be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously.

Keeping Children Safe in Education (KCSIE), 2023 states that:

> 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of child-on-child abuse'.

It also sets out how allegations of child-on-child abuse will be recorded, investigated and dealt with.

Furthermore, it emphasises that the voice of the child must be heard:

> 'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide'.

> 'Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.'

3. Purpose of Policy

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

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

3.1 Anti-Bullying Policy

3.2 Safeguarding Policy

3.3 Whistleblowing Procedure

3.4 Behaviour and Conduct Policy

3.5 Health & Safety Policy

3.6 Online Safety Policy

4. Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that a child's welfare is paramount.

Another key document is the Working together to safeguard children, 2018, which highlights that every assessment of a child, *'must be informed by the views of the child'*. (Working together to safeguard children, 2018:21) This view is also echoed in the Keeping Children Safe in Education, 2023, which states that procedures should be in place in schools and settings to hear the voice of the child.

5. Abuse and harmful behaviour

It is necessary to consider:

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

Child-on-child abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

It is important that we consider the different forms abuse may take and the subsequent actions required.

Staff must consider that:

- Children are vulnerable to abuse by other children. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures
- Children can abuse other children. This can include (but is not limited to): bullying, online bullying, prejudice-based and discriminatory bullying, sexual violence and sexual harassment, physical abuse, teenage relationship abuse, sexting/ sharing youth produced sexual imagery, and initiation/hazing type violence and rituals. (KCSIE 2023)

Staff must follow our zero tolerance approach. They must not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people

Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

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

6. Types of abuse

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

6.1. Physical abuse

This may include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse). There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidently, before considering the action or punishment to be undertaken. Any incidents will be taken seriously and will be dealt with following the procedures set out in our Behaviour and Conduct policy.

6.2. Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead in person. They will then ask staff to record this on CPOMS under the sexual violence or sexual harassment incident tab.

The DSL will follow the DfE Guidance in Part five of the KCSIE document: Child-on-child sexual violence and sexual harassment, September 2023

This guidance sets out four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment:

- Managing internally   page 117
- Early Help   page 117
- Referral to children's social care   page 118
- Reporting to the police   page 119

Staff must be aware that:

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into college.

It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of KCSIE (2023), all staff working with children are advised to maintain an attitude of '**it could happen here'**.

Harmful sexual behaviour (HSB) from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Staff should also be aware that a child displaying HSB may be an indication that they are a victim of abuse or trauma themselves.

Harmful Sexual Behaviour may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks by normalising them
- Upskirting: where someone takes a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence and anyone of any gender, can be a victim.

6.3. Bullying

There is no universally accepted definition of bullying however bullying is generally considered to be behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must include:

- An imbalance of power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

All cases of bullying or potential bullying must be logged by staff immediately on CPOMS under the bullying referral incident tab. The pastoral team will investigate what has happened, speaking to all children involved before a decision is made about what should happen next in consultation with the Head of School or Executive Head. Parents will always be informed if their child has been the victim or perpetrator of bullying. Pastoral staff will work in partnership with parents to support the perpetrator and victim of bullying to ensure this does not happen again. For the perpetrator, this may be in the form of a behaviour plan, and/or a referral to outside agencies such as the PASS team of Schools Mental Health Support Team (MHST).

6.4. Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms such as:

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

As with any bullying, all cases of online bullying or potential online bullying must be logged by staff immediately on CPOMS under the bullying referral incident tab. The pastoral team will investigate what has happened, speaking to all children involved before a decision is made about what should happen next in consultation with the Head of School or Executive Head. Parents will always be informed if their child has been the victim or perpetrator of online bullying. Pastoral staff will work in partnership with parents to support the perpetrator and victim of online bullying to ensure this does not happen again. For the perpetrator, this may be in the form of a behaviour plan, and/or a referral to outside agencies such as the PASS team of Schools Mental Health Support Team (MHST).

6.5. Sexting/Sharing nude or indecent imagery

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

Upskirting: typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

This must always be referred immediately to the Designated Safeguarding Lead

The DSL will follow the UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people (2021)

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

6.6. Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment. Staff should be aware that one of our pupils could disclose a concern like this about an older sibling. Any concerns of this nature should be immediately shared with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads so that this can be followed up through our safeguarding procedures.

6.7. Prejudiced-based and discriminatory bullying

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity. As with all other unacceptable behaviour, staff should follow our Behaviour and Conduct policy ensuring that the incident is logged so that this can be followed up by the pastoral team.

6.8. Teenage relationship abuse

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation. Staff should be aware that one of our pupils could disclose a concern like this about an older sibling. Any concerns of this nature should be immediately shared with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads so that this can be followed up through our safeguarding procedures.

7. Expected staff action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further action or to log it on to CPOMS and follow it up with the pastoral team. If staff are not sure, they should discuss their concern with the DSL immediately as outlined in our safeguarding policy.

8. Recognising child-on-child abuse

When dealing with an alleged incident of child-on-child abuse, an assessment of the incident between the children will be completed by a member of the safeguarding team and/or the pastoral team. Whilst doing this they will consider:

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

We are aware that it is important to deal with a situation of child-on-child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

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

8.1. Taking Action

The Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or member of the pastoral team may take all or some of the following actions dependent on the severity of the incident:

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess the needs of the victim and alleged perpetrator
- Consider a referral to Social Care or the Police
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all actions taken

8.2. Recording sexualised behaviour

Staff must:

- Immediately tell the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead
- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record immediately on CPOMS under the sexual violence and/or sexual harassment tabs, as you can quickly forget or confuse detail
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

8.3. Gather the Facts

The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account.

Staff will understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

Staff will ensure that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

They will ask the young people to tell them what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?).

Staff will not interrogate or ask leading questions.

Staff taking a report will never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

8.4. Consider the Intent

Staff will consider if this has been a deliberate or contrived situation for a young person to be able to harm another.

8.5. Decide on your next course of action

If staff believe any young person to be at risk of significant harm they must report this to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead immediately who will follow our Safeguarding Policy.

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

8.6. Informing parents/carers

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

Consider: Is the pupil 13+ and does not want to share with parents? Use the 'Gillick' test and the 'Fraser' guidelines.

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

9. Points to consider

9.1. What is the age of the children involved?

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

9.2. Where did the incident or incidents take place?

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

9.3. What was the explanation by all children involved of what occurred?

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

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

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

9.5. Repetition

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

10. Next Steps

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

10.1. For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.

Other interventions we would consider may target a whole class or year group for example a speaker on online bullying, relationship abuse etc. Also through the continued curriculum of Relationship and Sex Education, PSHCE and SMSC, certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may require a risk assessment to be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support. If this is the case, a risk assessment will be clearly recorded and kept under review.

10.2. For the young person who has displayed harmful behaviour

It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

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

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education elsewhere.

It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour. This risk assessment will be kept under review.

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

10.3. After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident.

Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour

either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

11. Preventative Strategies

We recognise that child-on-child abuse can and will occur on any site even with the most robust policies and support processes. Therefore, it is important that we continue to develop appropriate strategies to proactively prevent child-on-child abuse.

Our school has an open environment where young people are encouraged and supported to feel safe to share information about anything that is upsetting or worrying them. We have a strong and positive PSHCE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. Children are encouraged to have a voice and report anything that upsets them.

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

Young people play an integral part in the changing of their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'. We involve pupils in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.

12. Where to go for further information

12.1. DfE: Statutory guidance: Working together to safeguard children, 2018
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

12.2. DfE: Statutory guidance: Keeping children safe in education, September 2023

12.3. DfE: Searching, screening and confiscation at school, January 2018
https://www.gov.uk/government/publications/searching-screening-and-confiscation

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

12.5. DfE: Statutory guidance School exclusion, May 2020
https://www.gov.uk/government/publications/school-exclusion

12.6. DfE: Teaching Online Safety in Schools, June 2019
https://www.gov.uk/government/publications/teaching-online-safety-in-schools

12.7. DfE: Relationship Education and Relationship and Sex Education, July 2020

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

12.8. DfE: Behaviour in schools, July 2022
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf

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

12.10. DfE: Children Missing Education, September 2016
https://www.gov.uk/government/publications/children-missing-education

12.11. DfE: Cyberbullying: Advice for headteachers and school staff, November 2014
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

12.12. UKCIS: Sharing nudes and semi-nudes: advice for education settings working with children and young people
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_Web_accessible_.pdf

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

12.14. UKCIS: Education for a connected world, June 2020
https://www.gov.uk/government/publications/education-for-a-connected-world

12.15. London Child Protection Procedures, edition 5, 2018
http://www.londoncp.co.uk/

12.16. Brook Traffic Light Tool
https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/

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

12.18. Equality and Human Rights Commission: Public Sector Equality Duty Guidance for Schools in England
https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england

12.19. Key messages from research on children and young people who display harmful sexual behaviour (PDF)
https://www.csacentre.org.uk/index.cfm/_api/render/file/?method=inline&fileID=E2C17C42-5084-47CC-902E94451079C6B6

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