

Bourne Education Trust
Brookwood Primary School
Sexual Violence and Harassment Between Children in School Policy

Introduction

In December 2017 the Department for Education (DfE) released advice about sexual violence and sexual harassment between children in schools and colleges (<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-college>) to be read and referenced alongside the latest revision of Keeping Children Safe in Education. The advice covers children of all ages from the primary to secondary stage and into college and defines a child as anyone under the age of 18. This policy forms part of Brookwood Primary School's overarching approach to safeguarding and child protection and is our response to the DfE's advice.

The policy seeks to:

- Define sexual violence and sexual harassment
- Identify ways in which the risk of these behaviours occurring in school can be minimised
- Set out what should happen if an incident occurs or is alleged to have occurred.

It is noted that there is a wide range of additional advice and guidance which may apply to any particular case. This includes, but not as an exhaustive list, guidance on exclusions from academies, sex and relationships education, working together to safeguard children, behaviour and discipline in schools, children missing education, the Equality Act 2010, preventing and tackling bullying, mental health and behaviour in schools, The Equality and Human Rights Commission's advice on avoiding discrimination, and UKCCIS sexting advice.

Victims and alleged perpetrators

In common with other school policies, we use the term 'pupil' to refer to any child enrolled in our school.

We have adopted the term 'victim' in this policy to describe pupils who have been subjected to sexual violence and / or sexual harassment as it is a widely recognised and understood term. Not everyone who has been subjected to sexual violence and / or sexual harassment considers themselves to be a victim and we will be conscious of this when managing an incident. We will be prepared to use any term with which the individual child is most comfortable.

We have adopted the terms 'alleged perpetrator' and 'perpetrator' in this policy to describe pupils who are alleged or determined to have carried out any form of abuse. We will be careful about using this terminology, especially when speaking in front of children.

What is sexual violence?

For the purposes of this policy when referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the mouth, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not to another, e.g., to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice.

A pupil under the age of 13 can never consent to any sexual activity. The age of consent is 16. Sexual intercourse without consent is rape.

What is sexual harassment?

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we refer to sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and /or make them feel intimidated, degraded or humiliated and / or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberating brushing against someone; interfering with someone's clothes; and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment, either standalone or part of a wider pattern of sexual harassment and / or sexual violence, which might include:
 - non-consensual sharing of sexual images and videos and sharing sexual images

and videos

- unwanted sexual comments and messages, including on social media
- exploitation, coercion and threats.

Our approach to preventing child-on-child sexual violence and sexual harassment

Brookwood Primary School takes a whole school approach to safeguarding and child protection. It is a recurrent theme throughout policies, procedures and everyday school life.

We take seriously the role of education in preparing our pupils for life in modern Britain. We have a clear set of values and standards which are demonstrated throughout all aspects of school life. The curriculum tackles, at an age- and development- appropriate level, issues such as :

- healthy and respectful relationships
- what respectful behaviour looks like
- consent
- gender roles, stereotyping and equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment is always wrong
- addressing cultures of sexual harassment.
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We teach pupils how to raise concerns or make a report and how any report will be handled. This includes processes when they have concerns for a friend or peer.

Pupils will be taught that we will not tolerate or dismiss sexual violence or sexual harassment as 'banter', 'part of growing up' or 'just having a laugh'. We will challenge behaviour such as grabbing bottoms, breasts and genitalia, flicking bras, lifting up skirts and pulling down trousers. We understand that all of the above can be driven by wider social factors beyond the school such as everyday sexist stereotypes and everyday sexist language, but these will not be viewed as an excuse for such behaviour.

We recognise that sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will likely adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable.

Whilst acknowledging that any report of sexual violence or sexual harassment will be taken seriously, we recognise that some pupils are more likely to be victims than others. In particular

this applies to children with Special Educational Needs and Disabilities (SEND), and any reports of abuse involving pupils with SEND will result in close liaison between the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead (DSL) and the Special Educational Needs and Disabilities Coordinator (SENCo).

Children who are lesbian, gay, bi or trans (LGBTQUI+) or those perceived by their peers to be LGBTQUI+ may also be disproportionately targeted by their peers. The DfE report that girls are more likely to be victims and boys more likely to be perpetrators.

Children’s sexual behaviour

Children’s sexual behaviour exists on a wide continuum from normal and developmentally expected, to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour may cause developmental damage. The term “harmful sexual behaviour” is a useful umbrella term which is widely adopted in child protection and this behaviour should be considered in a child protection context. Harmful sexual behaviour can, in some cases, progress on a continuum. We recognise that addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in future. Children displaying harmful sexual behaviour may have experienced their own abuse or trauma and it is important that we offer them appropriate support.

Bourne Education Trust (BET / the Trust) has adopted the Brook Traffic Light Tool (**Appendix A**) which uses a traffic light system to categorise sexual behaviours of young people. It is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour
- Categorise sexual behaviours so that schools can work with other agencies to the same standardised criteria when making decisions, thus supporting a multi-agency approach.

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

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

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

All green, amber and red behaviours require some form of attention and response; it is the level of intervention that will vary. The DSL will consider the Brook Traffic Light Tool when deciding how to manage a report.

Our response to reports of sexual violence and sexual harassment

Sexual violence and sexual harassment at Brookwood Primary School is not acceptable, will never be tolerated, and is not viewed as being an inevitable part of growing up.

Reports of sexual violence and sexual harassment can be complex and require difficult professional decisions to be made, often quickly and under pressure. All decisions at Brookwood Primary School will be made on a case-by-case basis. The school's DSL (joined, where appropriate, by the Trust's DSL) takes the leading role in investigating and managing a report and will use their professional judgement, guided and supported by other agencies such as children's social care and the police as required.

We will do our utmost to ensure that victims are reassured that they are being taken seriously and that they will be supported and kept safe. We do all we can to reassure them that they are not creating a problem by reporting sexual violence or sexual harassment; pupils should never be made to feel ashamed for making a report.

In some cases, the victim may not make a direct report or disclosure. For example, a friend may make a report or an overheard conversation may suggest that a pupil has been harmed. As with all safeguarding concerns, staff will respond to any report in line with their training and the Safeguarding Policy. The DSL will need to consider why the victim has chosen not to make the report themselves, and the most appropriate way of involving the victim with the support of children's social care as needed.

Our response to sexual violence and sexual harassment between pupils of the same sex is equally robust as it is for sexual violence and sexual harassment between pupils of the same sex.

Safeguarding principles apply when a disclosure is made:

- If possible, two members of staff should be present
- If a DSL is not present at the disclosure, informing a DSL as soon as practically possible
- Explaining that the matter cannot remain confidential as other staff and professional partners are likely to be involved in the investigation. The pupil's wish for the matter to remain confidential is important, but the DSL will have to balance the victim's wishes against their duty to protect the victim and other pupils. The decision to go against a victim's wishes will be handled extremely carefully, explained to the victim and, where appropriate, specialist support may be offered. Parents or carers should normally be informed unless this would put the victim at greater risk

- Listening carefully to the pupil, being non-judgemental, being clear about boundaries and how the disclosure will be progressed, asking open rather than leading questions (where, when, what, who, etc.)
- If taking notes during the conversation, maintaining as engaged as possible with the pupil during the discussion
- Writing up the conversation thoroughly on CPOMS, recording as many of the pupil's own words as possible and only the facts as the pupil presents them avoiding personal opinion. It should be noted that notes of such a disclosure could become part of a statutory assessment and / or part of a criminal investigation
- Where the report includes an online element, being aware of searching, screening and confiscation advice (www.gov.uk/government/publications/searching-screening-and-confiscation) and UKCCIS sexting advice where the key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides details on what to do when viewing an image is unavoidable. The Trust DSL must be involved where this is the case
- Sharing the report only with those who need to know about it in order to progress it. We will endeavour to protect the anonymity of any pupils involved in any report of sexual violence or sexual harassment. Should an allegation progress through the criminal justice system, we will follow the advice of the Crown Prosecution Service in regards to anonymity, witness support and the criminal process in general (www.cps.gov.uk/legal-guidance/safeguarding-children-victims-and-witnesses).

Actions following a report of sexual violence and / or sexual harassment

Where there has been a report of sexual violence, the DSL will make an immediate **risk assessment** and consider the need for one on a case-by-case basis where there has been a report of sexual harassment. The risk assessment will consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All other pupils and, if appropriate, staff at the school, especially any actions that are appropriate to protect them.

Risk assessments will be documented, uploaded to CPOMS initially and after any change, and kept under review. At all times, we will actively consider the risk posed to all our pupils and ensure that we are putting adequate measures in place to protect them and keep them safe. The DSL will ensure that they engage with children's social care and specialist services as required.

Other agencies, such as social workers or sexual violence specialists, may also prepare risk assessments. The school's risk assessment is not intended to replace the detailed assessments of these expert professionals. As such, any professional assessments will inform our approach to supporting and protecting pupils and updating our own risk assessment.

We will carefully consider any report of sexual violence and / or sexual harassment when preparing a risk assessment. The DSL will advise on the school's initial response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. The victim will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support they will be offered
- The nature of the alleged incident(s) including whether a crime may have been committed and a consideration of harmful sexual behaviour
- The ages of the pupils involved
- The developmental stages of the pupils involved (which may differ from the chronological age of the pupils, especially where the pupil(s) has / have special educational needs or disabilities)
- Any power imbalance between the pupils. For example, whether the alleged perpetrator is significantly older, more mature or more confident or where the victim has a disability or learning difficulty
- Whether the alleged incident is a one-off or a sustained pattern of abuse
- Whether there are ongoing risks to the victim, other pupils or school staff
- Other related issues and wider context

As always, staff will act in the best interest of the pupils. Immediate consideration will be given to supporting and protecting the victim, the alleged perpetrator and any other pupils involved or impacted. In line with DfE guidance, whilst we establish the facts of a case, **we will consider carefully how to prevent further distress to the victim** as, especially in the case of a report of sexual violence, close proximity to the alleged perpetrator is likely to be especially distressing. We will consider how to keep the victim and alleged perpetrator a reasonable distance apart on school premises and, if relevant, when travelling to and from school. This may include removing the alleged perpetrator from any classes they share with the victim. These actions are in the best interest of both pupils and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

The DSL **will consider whether any report of sexual violence or sexual harassment includes an online element**, whether or not this formed part of the original report. We recognise that sexual violence and sexual harassment may occur online, either in isolation or in connection to offline incidents. They may take place across a number of social media platforms and services and may move from platform to platform online. The impact may extend further than the school's or local community (e.g. for images or content to be shared around neighbouring schools or more broadly) and it is possible that a victim (or alleged perpetrator) may become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online.

Options to manage the report

Each report will be considered on a case-by-case basis. We will consider carefully when to inform the alleged perpetrator. Where a report is going to be made to children's social care or the police, we will, as a general rule, speak to the relevant agency and discuss next steps including when to inform the alleged perpetrator. All concerns, discussion, decisions and reasons for decisions will be recorded in CPOMS.

We will consider four scenarios when managing reports of sexual violence or sexual harassment:

1. Where a crime might have been committed (for instance, where a report of rape, assault by penetration or sexual assault is made), our starting principle is that this is **referred to the police**. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the police will still be informed. The police will take a welfare, rather than a criminal justice approach, in such cases. Police referrals are often a natural progression from the DSL making a referral to children's social care. However, a police referral may require a change of approach in regard to talking to the victim or potential witnesses, so there should be no delay. The school's DSL will liaise with the Trust's DSL whenever there is the possibility that a crime has been committed.

Where a report has been made to the police, we will agree with them what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. We will also discuss with them the best way to protect the victim and their anonymity.

An alleged perpetrator may be 'Released Under Investigation' or on police bail whilst the police conduct their enquiries. We will, under these circumstances, work closely with children's social care and the police to support the victim, alleged perpetrator and other pupils involved, especially potential witnesses (see below – ongoing response).

If a case progresses through the criminal justice system, there may be delays. We will not wait for the start or outcome of a police investigation before protecting the victim, alleged perpetrator or other pupils.

Whilst protecting pupils and / or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police to ensure that our actions do not jeopardise the police investigation.

In some cases, it may become clear very quickly that the police will not take further action. We will continue, however, to engage with specialist support for the victim as required.

2. If a child has been harmed, is in immediate danger, or is at risk of harm, a **referral will be made to children's social care**. A social worker should respond to the referrer within one working day to explain what action they will be taking. We will usually inform parents that we are making a referral to children's social care; however, this too is on a case-by-case basis. It may be that we have assessed the situation and believe that a referral is needed without parental knowledge to safeguard students involved. Once a referral is

processed, children's social care will consider the appropriate next step. We will support in an early help assessment, child protection enquiry, strategy discussion and child protection conference.

We will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other pupils and supporting the alleged perpetrator. The DSL will work closely with children's social care and any other agencies involved, to ensure any actions we take do not jeopardise a statutory investigation. However, consideration of safeguarding the victim, the alleged perpetrator and other pupils will be immediate.

In some cases, children's social care will review the evidence and decide that a statutory intervention is not appropriate. We will refer again if we believe the child remains in immediate risk of harm. We will consider other support mechanisms such as early help, specialist support and pastoral support.

3. Where the DSL decides that the pupils involved do not require statutory investigations but may benefit from **early help**, they will instigate an inter-agency early help assessment in line with [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk). Early help means providing support as soon as a problem emerges at any point in a child's life. It may be useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
4. In some cases of sexual harassment, for example one-off incidents, we may take the view that the students concerned are not in need of early help or statutory intervention and that it would be appropriate to manage the incident internally, perhaps through utilising our school behaviour and/or anti-bullying policies and by providing pastoral support.

Actions at the end of a criminal process

If a child is convicted or receives a caution for a sexual offence, we will update our risk assessment, ensure relevant protection is in place for all pupils and consider any suitable action in light of our behaviour policy. This may include consideration of permanent exclusion; in all but exceptional circumstances, sexual violence is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim and potentially other pupils.

If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator following conviction or caution. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate with regard to the perpetrator's timetable and movement around the school. Our risk assessment will continue to be revisited and revised where necessary. We will record and be able to justify our decision-making in relation to how we manage the victim and perpetrator in school.

Any conviction (even with legal anonymity reporting restrictions) may potentially generate interest among other pupils. We will do our utmost to ensure that the victim and alleged perpetrator remain protected, especially from any bullying or harassment both offline and online. Where necessary we will invoke sanctions from our behaviour and anti-bullying policies.

Where cases are classified as “no further action” (NFA’d) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded, that it did not happen, or that the victim lied. We will discuss any decisions with the victim in this light and continue to offer support to access their education. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

All of the above will be considered with the needs and wishes of the victim at the heart of the process, supported by parents and carers. Any arrangements will be kept under review.

Ongoing response – safeguarding and supporting the victim

We will:

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The nature of sexual violence and sexual harassment tends to create a power imbalance between the victim and the alleged perpetrator.
- Make certain the needs and wishes of the victim are paramount (along with protecting them) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim’s daily experience as normal as possible, so that their school is a safe space for them.
- Make certain that the victim is not made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- Look to provide a physical space for victims to withdraw and avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups.
- Maintain arrangements to protect and support the victim for as long as is necessary, which may be for a long time. We will do our best to continue to support this need and will continue to work with children’s social care and other agencies as required.
- Aim to do all we can to reasonably protect the victim from bullying and harassment as a result of any report they have made in accordance with our anti-bullying policy.
- Give all the necessary support for the victim to remain in school, but if the trauma results in the victim being unable to do this, consider alternative provision or a move to another school to enable them to continue to receive suitable education. This will only be at the

request of the victim and / or their parents or carers (depending on their age). Should a school move take place, the DSL will ensure that the new school is made aware of any ongoing support needs, as well as transferring the child protection records.

We will continue to record decisions, concerns and actions on CPOMS.

Ongoing response – safeguarding and supporting the alleged perpetrator

We will:

- Be careful about the terminology we use to describe the ‘alleged perpetrator’ or ‘perpetrator’.
- Whilst safeguarding the victim and all other pupils, continue to provide the alleged perpetrator with an education and safeguarding support as appropriate. This may include implementing any disciplinary sanctions.
- Be mindful that, as a child abusing another child may be a sign that they have been abused themselves or a sign of wider issues that need addressing within the school. We will work with professionals as appropriate to understand why a student may have abused a peer. We will remember that, as a child, the alleged perpetrator is entitled to, deserving of, and should be provided with, a high level of support to help them understand and overcome the reasons for their behaviour, limiting the likelihood of them abusing again.
- Consider the age and developmental stage of the alleged perpetrator and the nature of the allegations. They will likely experience stress as a result of being the subject of allegations and / or negative reactions by their peers to the allegations against them.
- Consider the proportionality of our response. Support and sanctions will be considered on a case-by-case basis. The alleged perpetrator may have unmet needs as well as potentially posing a risk of harm to other pupils. Harmful sexual behaviour may be a symptom of either their own abuse or exposure to abusive practices and / or materials. We will take advice from children’s social care, special sexual violence services and the police where appropriate.
- Ensure that, where the alleged perpetrator moves to another school, the DSL makes the new school aware of any ongoing support needs and, where appropriate, potential risks to other pupils or staff as well as transferring the child protection records.

We will continue to record decisions, concerns and actions on CPOMS.

Discipline and the alleged perpetrator

We will act in accordance with our behaviour policy and discipline pupils whose conduct falls below the standard which could be reasonably expected of them. We can take disciplinary action whilst other investigations by police and / or social care are ongoing – imposing a penalty once we have come to a conclusion, on the balance of probabilities, about what happened. The DSL will take a leading role in determining what disciplinary action is appropriate, making careful consideration of whether disciplinary action might prejudice an investigation and / or subsequent

prosecution. For this reason, we will liaise with police and / or social care to help us make a determination. We will also consider whether it is unreasonable or irrational for us to reach our own view about what happened while an independent investigation is considering the same facts.

Taking disciplinary action and still providing appropriate support are not mutually exclusive. They can, and should, occur at the same time if necessary. On one hand there is preventative, forward-looking action to safeguard the victim and / or the perpetrator, especially where there are concerns that the perpetrator may themselves have been the victim of abuse; on the other hand, there is disciplinary action to punish a perpetrator for their past conduct. We will be clear as to which category actions we are taking falls. All decisions will be recorded in CPOMS, carefully considering the lay relating to each category.

Working with parents and carers

Brookwood Primary School will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence. We may view this not to be necessary or proportional in the case of sexual harassment and will consider this on a case-by-case basis.

The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. We will carefully consider what information we provide to the respective parents or carers about the other pupil(s) involved and when we do so. In some cases, children's social care and / or the police will have a very clear view and we will work with relevant agencies to ensure a consistent approach is taken to information sharing.

We view it as good practice to meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

We will also usually meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will be discussed.

The DSL is likely to attend any meetings, along with the Trust DSL as appropriate. All discussions and decisions will be recorded on CPOMS. We may invite other agencies to be involved in meetings, depending on the circumstances.

We recognise that parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child. Details of organisations that support parents are provided in **Appendix B** and we will signpost parents to this support.

Safeguarding other children

We will consider carefully how to support any pupils who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic. We will signpost and involve agencies and support services available where need.

Following any report of sexual violence or sexual harassment, it is likely that some children will take “sides”. We will do all we can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed.

Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator and a very high likelihood that friends from either side could harass the victim or alleged perpetrator online. Any evidence we have of students using social media inappropriately will be sanctioned according to our behaviour, anti-bullying and e-safety policies.

Through our whole school approach to safeguarding, we make it clear that sexual violence and sexual harassment is always unacceptable, and our strong preventative education programme helps create an environment in which all pupils are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made. This is under constant review, learning lessons from any and all incidents. Such incidents may point to environmental and / or systemic problems which we will address by updating relevant policies, processes or the curriculum.

Appendices

A - The Brook Traffic Light Tool

B – Further information and support

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Drafted by	Amy Swan
Approved by	David Gunning

Appendix A – The Brook Traffic Light Tool

The **Brook Traffic Light Tool** uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour
- By categorising sexual behaviours, schools can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

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

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

Green Behaviours

What is a green behaviour?

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

What can you do?

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

Green behaviours 0-5

- Holding or playing with own genitals
- Attempting to touch or curiosity about other children's genitals
- Attempting to touch or curiosity about breasts, bottoms or genitals of adults
- Games e.g. mummies and daddies, doctors and nurses
- Enjoying nakedness
- Interest in body parts and what they do
- Curiosity about the differences between boys and girls.

Green behaviours 5-9

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

Green behaviours 9-13

- Solitary masturbation
- Use of sexual language including swear and slang words

- Having girl/boyfriends who are of the same, opposite or any gender
- Interest in popular culture, e.g. fashion, music, media, online games, chatting online
- Need for privacy
- Consensual kissing, hugging, holding hands with peers.

Green behaviours 13-17

- Solitary masturbation
- Sexually explicit conversations with peers
- Obscenities and jokes within the current cultural norm
- Interest in erotica/pornography
- Use of internet / e-media to chat online
- Having sexual or non-sexual relationships
- Sexual activity including hugging, kissing, holding hands
- Consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability ☐ Choosing not to be sexually active.

Amber Behaviours

What is an amber behaviour?

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

What can you do?

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

Amber behaviours 0-5

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

Amber behaviours 5-9

- Questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- Sexual bullying face to face or through texts or online messaging
- Engaging in mutual masturbation
- Persistent sexual images and ideas in talk, play and art ☐
- Use of adult slang language to discuss sex.

Amber behaviours 9-13

- Uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing

- Verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- Exhibitionism, e.g. flashing or mooning
- Giving out contact details online
- Viewing pornographic material
- Worrying about being pregnant or having STIs

Amber behaviours 13-17

- Accessing exploitative or violent pornography
- Uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- Concern about body image
- Taking and sending naked or sexually provocative images of self or others
- Single occurrence of peeping, exposing, mooning or obscene gestures
- Giving out contact details online
- Joining adult-only social networking sites and giving false personal information ☒
Arranging a face to face meeting with an online contact alone.

Red Behaviours

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 0-5

- Persistently touching the genitals of other children
- Persistent attempts to touch the genitals of adults
- Simulation of sexual activity in play
- Sexual behaviour between young children involving penetration with objects ☒ Forcing other children to engage in sexual play.

Red behaviours 5-9

- Frequent masturbation in front of others
- Sexual behaviour engaging significantly younger or less able children
- Forcing other children to take part in sexual activities
- Simulation of oral or penetrative sex ☒ Sourcing pornographic material online.

Red behaviours 9-13

- Exposing genitals or masturbating in public
- Distributing naked or sexually provocative images of self or others
- Sexually explicit talk with younger children

- Sexual harassment
- Arranging to meet with an online acquaintance in secret
- Genital injury to self or others
- Forcing other children of same age, younger or less able to take part in sexual activities
- Sexual activity e.g. oral sex or intercourse
- Presence of sexually transmitted infection (STI)
- Evidence of pregnancy.

Red behaviours 13-17

- Exposing genitals or masturbating in public
- Preoccupation with sex, which interferes with daily function
- Sexual degradation/humiliation of self or others
- Attempting/forcing others to expose genitals
- Sexually aggressive/exploitative behaviour
- Sexually explicit talk with younger children
- Sexual harassment
- Non-consensual sexual activity
- Use of/acceptance of power and control in sexual relationships
- Genital injury to self or others
- Sexual contact with others where there is a big difference in age or ability
- Sexual activity with someone in authority and in a position of trust
- Sexual activity with family members
- Involvement in sexual exploitation and/or trafficking
- Sexual contact with animals
- Receipt of gifts or money in exchange for sex.

This is intended to be used as a guide only. Please refer to the guidance tool at <https://legacy.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Appendix B – Further information and support

Organisation/Website/Guidance and what they do	
Specialist Organisations	
Barnardo's	UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
Lucy Faithfull Foundation	UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
NSPCC	Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
Rape Crisis	National charity and the umbrella body for their network of independent member Rape Crisis Centres.
UK Safer Internet Centre	Provides advice and support to children, young people, parents, carers and schools about staying safe online.
Support for Victims	
Anti-Bullying Alliance	Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
Rape Crisis	Provide and sign post to a range of services to support people who have experience rape, child abuse or any kind of sexual violence.
The Survivors Trust	UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.

Victim Support	Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
Brook	Traffic Light Tool supports professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours.
Toolkits	
NSPCC	Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.
Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire	Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.
Confidentiality	
Gillick competency Fraser guidelines	Guidelines to help with balancing children’s rights along with safeguarding responsibilities.
NSPCC: Things to know and consider	Information sharing and confidentiality for practitioners - things to know and issues to consider.
Information Sharing	
Information Commissioner's Office: Education	Information to help schools and colleges comply with General Data Protection Regulation (GDPR).
Government information sharing advice	Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.
Information on sexting	
UKCCIS: Advice for schools and colleges responding to sexting incidents	Advice for schools and colleges on responding to incidents of ‘sexting.’ Supporting them in tackling the range of issues which these incidents present.

London Grid for Learning collection of advice	Various information and resources dealing with sexting.
Support for parents	
Parentzone	Provides expert information and resources to help make the internet work for families.
Childnet: Advice for parents and carers to keep children safe online	Advice and resources to help parents and carers keep children safe online.
Parentsafe- London Grid for Learning	Detailed advice/resources covering various issues such as online safety, apps, and how to report concerns.
CEOP Thinkuknow advice for parents: Challenging harmful sexual attitudes and their impact Supporting positive sexual behaviour	Advice/resources on how to approach and deal with concerns about what children may be doing online.
	On the Thinkuknow site, this resource helps challenge harmful sexual attitudes.
	On the Thinkuknow site, advice on how to start a conversation to support positive sexual behaviour.