



## Harmful Sexual Behaviour / Child on Child Abuse Checklist for Educational Settings **HOLLY PARK 2024**

Keeping children safe in Education 2024

*“Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also 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. Schools and colleges should be aware of the importance of:*

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it*
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported*
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them*

This checklist is a self-audit tool to support settings in assessing the effectiveness of their policies, procedures, training and overall safeguarding arrangements in respect of harmful sexual behaviour / child on child abuse. In completing this audit, settings should consider relationships in the broadest of terms, e.g. family, friendships, acquaintances and romantic relationships. You may find it useful to use the BRAG (**blue = complete**, **red = endanger of not completing**, **amber = requires attention** and **green = on going and on target**) rating to enable monitoring and challenge.

Settings must work to [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) in respect of safeguarding and **all** staff working with children are advised to maintain an attitude of **‘it could happen here’**, and this is especially important when considering child-on-child abuse.

We hope you find this checklist useful in reassuring you that your school processes are robust. You will be aware of the ‘Everyone’s Invited’ website and that reported incidents of child-on-child abuse are increasing. This checklist will contribute towards the evidence required by Ofsted.



Key questions	Comments / supporting evidence	BRAG rating	Actions/timeframe
<b>BRAGSafeguarding – policies, procedures and wider safeguarding arrangements</b>	<b>Comments / supporting evidence</b>	<b>BRAG rating</b>	<b>Actions/timeframe</b>
Does your current safeguarding and child protection policy include arrangements for child-on-child abuse?	Yes		
<p>Do your current policies, protocols and practice address child-on-child abuse, to safeguard and promote the welfare of your diverse pupil population, including SEND pupils, gender identity, the LBGTQ+ community and ethnic minority groups?</p> <p><i>a. Is there a clear set of values which set out that any form of abuse is unacceptable and will not be tolerated?</i></p> <p><i>b. Are all staff, pupils and parents clear on procedures for harmful sexual behaviour / child on child abuse?</i></p> <p><i>c. How do governors ensure that policies, protocols and practice do effectively safeguard all pupils?</i></p> <p><i>d. Do school leaders create a culture of vigilance in eradicating child on child abuse?</i></p>	<p>Child Protection Policy</p> <p>Anti-Bullying Policy</p> <p>Behaviour policy</p> <p>Rights Respecting Schools - the right to be safe</p> <p>NSPCC – PANTS assemblies and posters displayed around the school</p> <p>Logging Concern on CPOMs for behaviour, safeguarding and anti-bullying</p> <p>Cause for concern for staff to write concerns</p> <p>Pastoral Team meet weekly to discuss concerns and notice patterns in behaviour</p> <p>Worry Boxes in classrooms</p> <p>Talk time in class each week</p> <p>Pupil surveys/questionnaires</p> <p>Culture of listening to children</p>		



	<p>Learning Mentor available for children and parents to talk to</p> <p>Safeguarding Inset at the start of year – child on child in KCSIE</p> <p>Safeguarding Team consists of 7 members of staff across the school</p> <p>Safeguarding Governor meets with DSL termly</p> <p>Governors Staffing &amp; Pupil Welfare Committee meet termly</p> <p>SLT meet regularly with safeguarding updates</p> <p>School Council has Anti-Bullying Ambassadors which meet every 2-3 weeks</p> <p>PSHE lessons to teach about diversity and acceptance</p> <p>ECP Safeguarding training Autumn 2022</p> <p>Child friendly child on child abuse policies</p>		
Are your key safeguarding policies published on the school website ( <i>and do they refer to current statutory guidance</i> )?	Yes		
<p>Is there a process in place for ensuring safeguarding policies are regularly reviewed (annually)?</p> <p><i>a. What processes are applied here – is there sufficient scrutiny of the content to ensure it is current and meets need?</i></p>	<p>Updated annually to meet with changes in Keeping Children Safe in Education.</p> <p>Ratified by Governors at relevant Committee meetings</p> <p>Shared with DSL &amp; Safeguarding Team</p> <p>Shared with all staff</p>		



<p><i>b. Are staff and pupils provided with the opportunity to contribute to and shape safeguarding policies?</i></p>	<p>Children encouraged to talk about safeguarding processes in assemblies, online-safety lessons, personal safety through a variety of curriculum opportunities eg PHSE, assembly, discussions about NSPCC &amp; PANTS, discussion with the School Council, Rights Respecting Champions – article 19 the right to be safe, Anti Bullying Week and lessons We have a culture of ‘It could happen here’</p>		
<p>Do all staff receive regular and relevant training, which includes harmful sexual behaviour and child on child abuse?</p> <p><i>a. Are all staff aware of how to recognise harmful sexual behaviour and how to report it?</i></p> <p><i>b. Has the quality and content of the staff training programme been reviewed to ensure it adequately covers this topic?</i></p> <p><i>c. How do you evidence staff training and their understanding of your policies and procedures?</i></p> <p><i>d. Do <b>key staff</b> have enhanced awareness and understanding of how to support <b>CYP and appropriate responses/referrals pathways</b>?</i></p> <p><i>e. Have your staff received training on diversity and unconscious bias?</i></p>	<p>Safeguarding updates at the start of each year</p> <p>Whole staff training by external safeguarding training company ECP November 2022</p> <p>Whole staff safeguarding quiz and regular questions</p> <p>Governor Learning Walk to check staff understanding – Jan 2024</p> <p>Diversity through PHSE</p> <p>Safeguarding newsletter each half term with policy reminders</p> <p>Some governors did training on unconscious bias</p>		<p>Book Safeguarding training Aut 2025</p>



	<p>Safeguarding team all have DSL training</p> <p>Members of SLT deliver diversity training to staff in Spring 2024</p>		
<p>How do governors ensure there is strategic oversight of safeguarding and that arrangements are effective?</p> <p><i>a. Is safeguarding a regular item on governing body meeting agenda?</i></p> <p><i>b. Do governors receive regular safeguarding reports and what action have they taken as a result of the issues raised?</i></p> <p><i>c. How do governors appropriately support and challenge the Headteacher and / or Designated Lead on safeguarding matters?</i></p> <p><i>d. Do governors have a good understanding of the challenges faced by SEND pupils, LGBTQ+ community, gender identity issues and ethnic minority groups?</i></p>	<p>Safeguarding updates in termly Headteacher's Report to Governors</p> <p>Termly safeguarding updates in Governors Staffing &amp; Pupil Welfare Committee</p> <p>Safeguarding Governor meets with DSL termly to discuss safeguarding matters, cases, actions taken and asks challenging questions to ensure arrangements have been effective</p> <p>Safeguarding governor checks the single central record termly</p> <p>Safeguarding Governor raises issues about different groups in Full Governing Body Meetings, Staffing &amp; Pupil Welfare Committee and in meeting with DSL</p>		



	Governors have discussed being a No Outsiders school – the equality act, FGM and related issues		
<p>Are there effective communication systems in place to inform parents, pupils the wider school community about safeguarding arrangements?</p> <p>a. <i>How do you engage parents in supporting safeguarding arrangements and reinforcing key messages with their children at home?</i></p> <p>b. <i>How do you support parents with keeping their child safe?</i></p> <p>c. <i>How do you inform parents how seriously you take safeguarding in your setting, including the management harmful sexual behaviour?</i></p> <p>d. <i>Are all pupils and parents / carers clear on the reporting process and support available if they have any safeguarding concerns including regarding child on child abuse?</i></p> <p>e. <i>Are all stakeholders aware of how to escalate concerns or of whistleblowing procedures if they feel issues are not being recognised or addressed?</i></p> <p>f. <i>Are staff empowered to recognise and tackle 'low level' concerns e.g.</i></p>	<p>All policies relating to safeguarding, behaviour, bullying on the school website</p> <p>The Pastoral Team speak with parents regularly as and when needed about their children</p> <p>The Learning Mentor meets with parents and supports as necessary Parenting classes support parents who may be having difficulties Learning Mentor now trained as a parent gym leader</p> <p>Referrals to BICS, Early Help, CAMHS and MASH are made when it is felt parents need additional support</p> <p>Parents invited to meet with DSL (Deputy Head) where there are serious concerns and MASH referral made</p> <p>School website has the email addresses and school phone number so that parents know who to speak to</p>		



<i>inappropriate banter, through the school's behaviour policy?</i>	<p>SLT stand in the playground at the start and end of each day so are available for parents to speak to</p> <p>Whistleblowing Policy given to all staff to read at the start of each academic year. This is also on the school website</p> <p>Parent meetings each term run by DSL in 2022/23 about safeguarding and what it means</p> <p>Training Nov 2022 – reminded staff about reporting low level concerns</p> <p>Low level concern form circulated to all staff</p> <p>Parent meetings 2023/24 about Bullying</p> <p>Parent meetings 2024/25 - behaviour</p> <p>Antibullying week 2024</p>		
<b>Safeguarding – data</b>	<b>Comments / supporting evidence</b>	<b>BRAG rating</b>	<b>Actions/timeframe</b>
<p>What data do you hold on incidents of harmful sexual behaviour?</p> <p><i>a. Is data collated centrally, as well as on individual child protection files?</i></p>	<p>Staff complete safeguarding alert forms on CPOMS</p> <p>All Safeguarding team have access</p> <p>DSL takes necessary action and logs action</p>		





<p>b. <i>Is your data regularly analysed and reviewed to determine patterns, trends or vulnerable groups?</i></p> <p>c. <i>How is the data triangulated with other relevant information (for example, attendance, behaviour, child protection)?</i></p> <p>d. <i>How is the data used to inform and improve practice?</i></p> <p>e. <i>Are there systems in place for regularly reviewing data and its use / outcomes?</i></p>	<p>Data now analysed for safeguarding alerts in a similar way to behaviour analysis</p>		
<b>Safeguarding – curriculum</b>	<b>Comments / supporting evidence</b>	<b>BRAG rating</b>	<b>Actions/timeframe</b>
<p>Has the school agreed and published its curriculum policy for the delivery of RSHE (Relationships, Sex and Health Education)?</p>	<p>Yes</p>		
<p>Is it clear how you teach safeguarding, healthy and respectful relationships, respectful behaviour and consent and that sexual violence and sexual harassment is always wrong?</p>	<p>Assemblies, online-safety lessons, personal safety through a variety of curriculum opportunities eg PHSE, assembly, discussions about NSPCC &amp; PANTS, discussion the School Council, Rights Respecting Champions – article 19 the right to be safe, Anti Bullying Week and lessons</p> <p>Assemblies on CONSENT 2022/23</p> <p>More assemblies on Consent in 2023/24</p>		





	<p>Inset for staff on Consent 2023</p> <p>Gov learning walk on Consent 2023</p> <p>Books relating to consent and suggested activities given to staff</p> <p>social stories writing for individual children about consent as needed</p>		
<p>How do you know the teaching of the RSHE (Relationships, Sex and Health Education) curriculum is effective – how do you test understanding?</p> <p><i>a. How do you know/test that the concept of consent is understood by pupils?</i></p> <p><i>b. Is the curriculum appropriately differentiated to include all groups of children e.g. pupils with SEND?</i></p> <p><i>c. (age appropriate) How do you know/test that pupils understand that non-consensual sharing of private sexual images or videos with the intent to cause distress is also illegal?</i></p>	<p>Lesson observations</p> <p>Learning walks</p> <p>Governor Learning Walks</p> <p>Pupil voice</p> <p>Consent assemblies KS1 and KS2</p> <p>Spring term 2024</p> <p>Consent staff Inset</p> <p>Talk times</p> <p>Ofsted – Pupil Voice march 2024</p>		<p>Consider SEND pupils and the adaptations and understanding of consent</p>
<p>Is the implementation of the RSHE (Relationships, Sex and Health Education) curriculum appropriately sequenced, resourced, and effective in all year groups?</p>	<p>Yes – clear curriculum</p> <p>HEP framework</p> <p>Use Christopher Winters to support</p> <p>Subject Leader has led Insets and shares resources</p>		



How do you teach pupils to keep themselves (and others) safe, including online?	Assemblies PSHE lessons NSPCC PANTS Online Safety Days PHSE/Computing curriculum School rules and Class Charters Holly Park High Five Rights Respecting Schools Child on child abuse policy (child friendly)		
How do you celebrate and promote diversity within your school?	Cultural Days Diversity celebrated throughout the curriculum – planned by Subject Leaders and class teachers Range of books in class and in the Reading Challenge celebrate diversity Equality afternoon Diversity week Members of SLT delivered diversity training to staff in Spring 2024		
<b>Safeguarding - multi-agency safeguarding arrangements</b>	<b>Comments / supporting evidence</b>	<b>BRAG rating</b>	<b>Actions/timeframe</b>
Are there strong working relationships in place with other local agencies, to ensure you work in partnership to effectively safeguard pupils?	The DSL (Deputy Head), SENCO and Learning Mentor regularly refer to other agencies as necessary eg BICS, BYCAS, Early Help and MASH as necessary All staff know how to use CPOMS		



<p>a. <i>How do you engage with partner agencies?</i></p> <p>b. <i>Are all staff aware how to request support from / refer to MASH, if they have concerns?</i></p> <p>c. <i>Do you escalate cases appropriately if you feel concerns have not been recognised or addressed by other agencies?</i></p> <p>d. <i>Do all staff understand the early help process and how to access support from other agencies to ensure children and families receive the right help at the right time?</i></p> <p>e. <i>Does the Designated Lead liaise with other agencies to ensure there is joined up working, particularly for those children on a Child in Need, Child Protection or Care Plan?</i></p>	<p>The Safeguarding Team know how to escalate.</p> <p>In Summer 2021, the HT raised a complaint to the Head of MASH after it was felt that a series of issues had not been dealt with appropriately</p> <p>In Autumn 2022 the Headteacher challenged a social worker about the way a particular referral was being handled</p> <p>The DSL led some training to all staff showing the process from early help in school through to MASH, CiN, CP Plans and beyond DSL attends meetings for children on plans</p> <p>ECP training Nov 2022</p>		
<b>Safeguarding - pupil voice and reporting</b>	<b>Comments / supporting evidence</b>	<b>BRAG rating</b>	<b>Actions/timeframe</b>
<p>How do you engage with pupils to capture pupil voice?</p> <p>a. <i>How do you ensure you reach all groups of pupils, including more vulnerable groups?</i></p> <p>b. <i>How do pupil views contribute to and shape policy, procedures and RSHE curriculum delivery?</i></p>	<p>Wide range of councils:</p> <ul style="list-style-type: none"> <li>• School Council – Rights Respecting Champions &amp; Anti Bullying Ambassadors</li> <li>• Learning Council</li> <li>• Eco Council</li> <li>• Healthy Living Council</li> <li>• Travel Ambassadors</li> <li>• Wellbeing Champions</li> </ul>		



<p>c. <i>What feedback is provided to pupils so they feel listened to and so they are aware that their concerns are acted upon?</i></p> <p>d. <i>Are there mechanisms in place to review progress on any outcomes based on pupil voice?</i></p> <p>e. <i>Do you know what areas of the school pupils feel less safe in? Is this area risk assessed?</i></p>	<ul style="list-style-type: none"><li>• Play leaders</li><li>• Mini mentors</li><li>• Reading champions</li><li>• JTAs</li></ul> <p>Councils feedback on concerns / views from children Worry Boxes in all classrooms Weekly Talk Times Cause for concern highlights vulnerable children – Learning Mentor supports them Restorative Approach ensures that all children are listened to Mini Mentors feedback on concerns from children Anti-bullying Ambassadors discussed the school site and where they feel less safe Pupil voice questionnaires</p>		
<p>Do pupils feel able to identify a trusted adult to listen to their concerns?</p>	<p>Restorative Approach is based on children being listened to so that problems can be fixed rather than anyone being blamed. Children always reminded to talk to adults and asked who they can trust to talk to In class, have lesson where children identify adults they trust to talk to – Anti Bullying Week November Assemblies on who children can talk to</p>		



	Hands on display about who children can talk to if they are worried Ofsted Pupil Voice 2024		
How do you check that pupils feel safe to report concerns and know how to do so?	Ongoing assemblies Rights Respecting Schools – article 12 Respect for children’s views & article Sharing thoughts freely – reminded in assemblies, displayed on Class Charters and around the school Ofsted March 2024		
<b>Safeguarding – response to an allegation / incident</b>	<b>Comments / supporting evidence</b>	<b>BRAG rating</b>	<b>Actions/timeframe</b>
Is the Designated Safeguarding Lead aware of the procedures, as set out in KCSIE 2023 and <u>DfE advice</u> with regards to handling, accessing, and assessing the creation or distribution of indecent imagery?	Yes		
Is the Designated Safeguarding Lead aware of when to report to other agencies (Police and / or Social Care)?  <a href="#">NSPCC - when to call the police</a>	<b>Yes</b>		
Are the needs of the victim central to decision making and are their wishes respected (as far as possible within the limits of the statutory framework) in terms of a response?	Yes		



<p>Following an incident of harmful sexual behaviour, is there a risk assessment/safety plan process in place to ensure pupils are safeguarded following an incident (the use of 'victim' and 'perpetrator' are used here to identify those involved in an incident)?</p> <p>A safety plan template can be requested <a href="mailto:Liam.foote@barnet.gov.uk">Liam.foote@barnet.gov.uk</a></p> <ul style="list-style-type: none"><li>a. <i>Do you write risk assessments/safety plan for the victim and the perpetrator (and any other pupils as required) capturing their specific identity needs e.g. SEND, ethnicity, gender identity and sexual orientation?</i></li><li>b. <i>Are the victim and the perpetrator and their parents given the opportunity to contribute to the risk assessment/safety plan and identify their concerns to ensure they are addressed?</i></li><li>c. <i>Do your risk assessments identify appropriate support for all pupils as required?</i></li><li>d. <i>Do you consider the physical environment to identify any safety improvements?</i></li><li>e. <i>Do you work with other partners to contribute to and agree the risk assessment as required?</i></li></ul>	<p>An individual risk assessment would be made if this situation arose</p> <p>A risk assessment was done for a situation between two Y6 children in Y6 2022/23</p> <p>This resulted in police involvement</p> <p>Consultation with Barnet safeguarding lead</p> <p>Consultation with Barnet Autism advisor</p> <p>Consultation with parents</p> <p>Resulting in a Y6 child not being allowed on the residential as the risk was too great</p>		



f. <i>Do you consider engaging 0-19 Early Help to facilitate these discussions, where there is not already a Social Worker involved?</i>			
Do pupils receive timely and appropriate support to meet their needs, and is this reviewed to ensure it is an effective intervention?	Support from the Learning Mentor Discussed at Pastoral Meetings and logged – needs colour coded and monitored		
Are the victim and perpetrator kept informed of school action at each stage of the process?	Yes – review meetings		
Is there a process for reviewing an incident to identify whether work with other pupils or the wider community is required – does learning feed into practice going forward?	Discussed at Pastoral Meetings and logged – needs colour coded and monitored. Support adapted as necessary		