Worcestershire County Council Child on child policy (Including harassment and violence) Adopted by Westacre Middle School

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Westacre Middle School
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Contents

1. **Context and Definition** 3
2. Responsibility 3
3. Purpose of Policy 4
4. Framework and Legislation 4
5. Abuse and harmful behaviour 4
6. Types of abuse 5
6.8 Expected Staff Action Staff should consider the seriousness of the case and make a quick decision whether to informthe Designated Safeguarding Lead immediately before taking any further in-school actions. 8
7. Recognising child-on-child abuse 8
9. Points to consider 10
10. Next Steps 10
11. Preventative Strategies 12
12. Where to go for further information 12
ANNEX A 17

11. Preventative Strategies
12. Where to go for further information

ANNEX A:

- Overview of child-on-child abuse
- Sexual behaviours continuum
- Response to reports flow chart

1. **Context and Definition**

Westacre Middle School staff who work with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Child-on-child abuse, as defined in Keeping Children Safe in Education (KCSIE), is abuse or harassment between children. It can take many forms, including physical, sexual and emotional abuse, bullying and online abuse. Westacre Middle School maintains clear procedures for reporting, responding to and supporting all children involved. The specific forms of abuse covered by this policy are set out in Section 6.

Westacre Middle School recognises that child-on-child abuse can occur even when no incidents have been reported. Staff maintain professional curiosity, take concerns seriously and act in the best interests of the child.

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. School staff, alongside their Designated Safeguarding Lead and Deputies, have to make their own judgements about each specific case and should use this policy guidance to help.

2. Responsibility

Our staff are aware of the reporting systems within Westacre Middle School which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- Safeguarding/child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)

The voice of the child must be heard. Children's wishes and feelings will be considered when decisions are made about safeguarding action and support.

Governing bodies and proprietors should ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children part 2.

Child-on-child abuse is also addressed within the Safeguarding and Child Protection Policy. This separate policy provides the additional detail required for responding to these sensitive incidents.

At ***Westacre Middle School*** we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child, with fullconsideration to the impact on that individual child's emotional and mental health and well-being.

3. Purpose of Policy

This policy sets out how Westacre Middle School identifies, prevents and responds to child-on-child abuse, including the support provided to children who have been harmed and to children who have displayed harmful behaviour.

At ***Westacre Middle School*** we have the following policies in place that should be read inconjunction with this policy:

3.1 Anti-Bullying including Online Bullying Policy

3.2 Safeguarding and Child Protection Policy

3.3 Managing Allegations / Whistleblowing Policy

3.4 Behaviour 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 the child's welfare is paramount. Another key document is Working Together, 2026 highlighting that every assessment of a child, *'must be informed by the views of the child'.* (Working Together, 2026) This is echoed in Children Safe in Education, 2026 through ensuring procedures are in place in schools and settings to hear the voice of the child.

5. Abuse and harmful behaviour

It is necessary to consider

- what abuse 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.

Westacre Middle School adopts a zero-tolerance approach to sexual violence and sexual harassment. Such behaviour is never acceptable and must never be dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys". Staff will challenge behaviour that risks normalising abuse and creating an unsafe culture.

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- The forms of child-on-child abuse covered by this policy are described in Section 6.
- 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.

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 peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

6.1 Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a child has engaged in such behaviour, including accidently before considering the action or punishment to be undertaken.

6.2 Sexual violence and sexual harassment

Any concern involving sexual violence or sexual harassment must be referred immediately to the Designated Safeguarding Lead. Sexual violence and sexual harassment can occur between children of any age and sex, including incidents involving groups of children.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it asto the child it is intended towards. Sexually harmful behaviour may include

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

Staff must:

- apply the school's zero-tolerance approach to sexual violence and sexual harassment
- never dismiss or minimise a report or incident
- challenge sexualised behaviour, including behaviour that may be criminal in nature, and report concerns in line with this policy
- Upskirting: where someone takes a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention ofviewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is acriminal offence. Anyone of any gender, can be a victim

6.3 Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and 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.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

6.4 Online Bullying

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

- Online bullying can take many forms
- 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 child to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations
-

6.5 Sexting / Sharing nude or indecent imagery

The sharing of nudes and semi-nudes refers to the sending, receiving, creating, possessing, or sharing of nude or semi-nude images, videos, or live-streamed content by children and young people through any electronic device or online platform. This includes content that is digitally altered or generated using artificial intelligence (AI), such as manipulated or deepfake images. Such incidents may occur with or without consent and can involve coercion, exploitation,

harassment, child-on-child abuse, or criminal behaviour. We recognise that the sharing of nudes and semi-nudes is a safeguarding concern that requires a proportionate and child-centred response.

We will:

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal** (see note below).
- **Note**: In exceptional circumstances, it may be necessary for the DSL (or equivalent) to view the image to safeguard the child or child. That decision will be based on the professional judgement of the DSL (or equivalent).
- If the imagery has been viewed by accident (e.g. if a child has showed it to you before you could ask them not to), this will be reported to the DSL (or equivalent) and seek support.
- **Not** delete the imagery or ask the child to delete it.
- **Not** ask the child/children or child(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Not** contact parents/carers about the incident before consulting the DSL. The DSL will normally ensure parents/carers are informed and involved at an early stage, unless doing so may place a child at risk of harm. Any decision not to inform parents/carers will be clearly recorded and, where appropriate, made in consultation with children's social care and/or the police.share information about the incident with other members of staff, the child(s) it involves or their, or other, parents and/or carers.
- **Not** say or do anything to blame or shame any young people involved.
- **Will** explain to them that it will be reported and reassure them that they will receive support and help from the DSL (or equivalent). (DfE *sharing nudes and semi nudes: how to respond to an incident overview 2024)*

Serious Violence

Please read alongside Annex B of this policy (how to make a referral)

Serious violence is a safeguarding concern that may involve physical assault, carrying, threatening with, or using weapons, and may be linked to peer conflict, bullying, criminal exploitation, gangs, or county lines activity.

All our staff are aware of the indicators that a child may be at risk of, or involved in, serious violence. These indicators may include an increase in absences, changes in behaviour or peer relationships, a decline in educational performance, unexplained injuries, possession of weapons, involvement in criminal activity, or signs of exploitation. Children with disrupted education, including those who have experienced suspension, exclusion, or placement in alternative provision, may be at increased risk.

Any concerns that a child is carrying a weapon, has used a weapon, or has expressed an intention to do so must be reported immediately to the Designated Safeguarding Lead (DSL) or a deputy. The DSL will assess the level of risk to the child and others, gather relevant information, and take appropriate action in line with local safeguarding procedures. This may include the development of

a safety and support plan, engagement with parents/carers, referrals to external agencies, and where necessary, contacting the police.

We recognise the importance of early intervention and will work with partner agencies to provide timely support for children who are affected by or at risk of serious violence. Support may include access to trusted adults, mentoring, emotional wellbeing support, and targeted interventions to reduce risk and promote positive outcomes.

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 partof a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

6.7 Prejudiced Behaviour

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 ofcare, parental occupation, poverty and social class) and sexual identity.

6.8 Expected Staff Action Staff should consider the seriousness of the case and make a quick decision whether to informthe Designated Safeguarding Lead immediately before taking any further in-school actions.

7. Recognising child-on-child abuse

- An assessment of an incident between peers should be completed and 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 child's motivation or reason for the behaviour, if they admit that it occurred

- Whether this was a one-off incident, or longer in duration

  It is important to deal with a situation of peer 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 withit 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 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. Expected action

8.1 Taking Action

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

8.2 Recording sexualised behaviour

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Follow the prompts on your safeguarding and child protection recording form
- Use proper names for body parts but record exactly any language or vocabulary usedby 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

Speak to all the pupils involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

8.4 Consider the Intent

Has this been a deliberate or contrived situation for a child to be able to harm another?

8.5 Decide on your next course of action

If you believe any child to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and child Protection Policy.

If children's social care FFD 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 child may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

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, inparticular 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 isthe 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 child 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 child'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 child have an 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 sameway 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 forthose involved

10.1 For the child who has been harmed

What support they require depends on the individual child. It may be that they wish to seek counselling or one to one support via pastoral support. 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 child continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the child 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 may target a whole class or year group, for example work on online bullying or relationship abuse. Relevant issues will also be addressed through the school's Relationships, Sex and Health Education (RSHE), PSHE and wider curriculum.

If the child feels particularly vulnerable it may be that a risk assessment can 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.

10.2 For the child who has displayed harmful behaviour

It is important to find out why the child has behaved in such a way. It may be that the child 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 child may require additional support from family members.

Once the support required to meet the individual needs of the child has been met, it is important that the child receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the child 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 child 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 child cannot be educated on site until the investigation has concluded. In which case, the child will need to be provided with appropriate support and education elsewhere.

It may be that the behaviour that the child 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 child and the risks towards others are measured by all of those agencies involved including the child and their parents. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.

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 child 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 stagethan 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

Child-on-child abuse can and will occur on any site even with the most robust policies and support processes It is important to develop appropriate strategies to proactively prevent child-on-child abuse.

Westacre has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/RSHE 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. The school makes sure that 'support and report' signposting is available to young people. Each year group has access to a designated pastoral support worker and every classroom has a "Time to talk," box where help can be confidentially asked for.

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

Young people are part of changing their circumstances and, through school parliament 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

a. Working together to safeguard children 2026: statutory guidance (publishing.service.gov.uk)
b. Searching, Screening and Confiscation (publishing.service.gov.uk)
c. Keeping children safe in education 2026 (comes into force from 1 September 2026)
d. DfE: Preventing and Tackling Bullying, July 2017
e. School suspensions and permanent exclusions - GOV.UK
f. Teaching online safety in schools - GOV.UK (www.gov.uk)
g. Behaviour in Schools - Advice for headteachers and school staff Feb 2024 (publishing.service.gov.uk)
h. DfE: Mental health and behaviour in schools, November 2018
i. DfE: Children Missing Education, August 2024
j. UKCIS: Sexting guidance for schools, 2024 (An updated copy of this guidance is due autumn term 2020)
k. Gov.uk: Equality Act 2010: advice for schools

Appendix 1:

Fig.1 Overview of child-on-child abuse

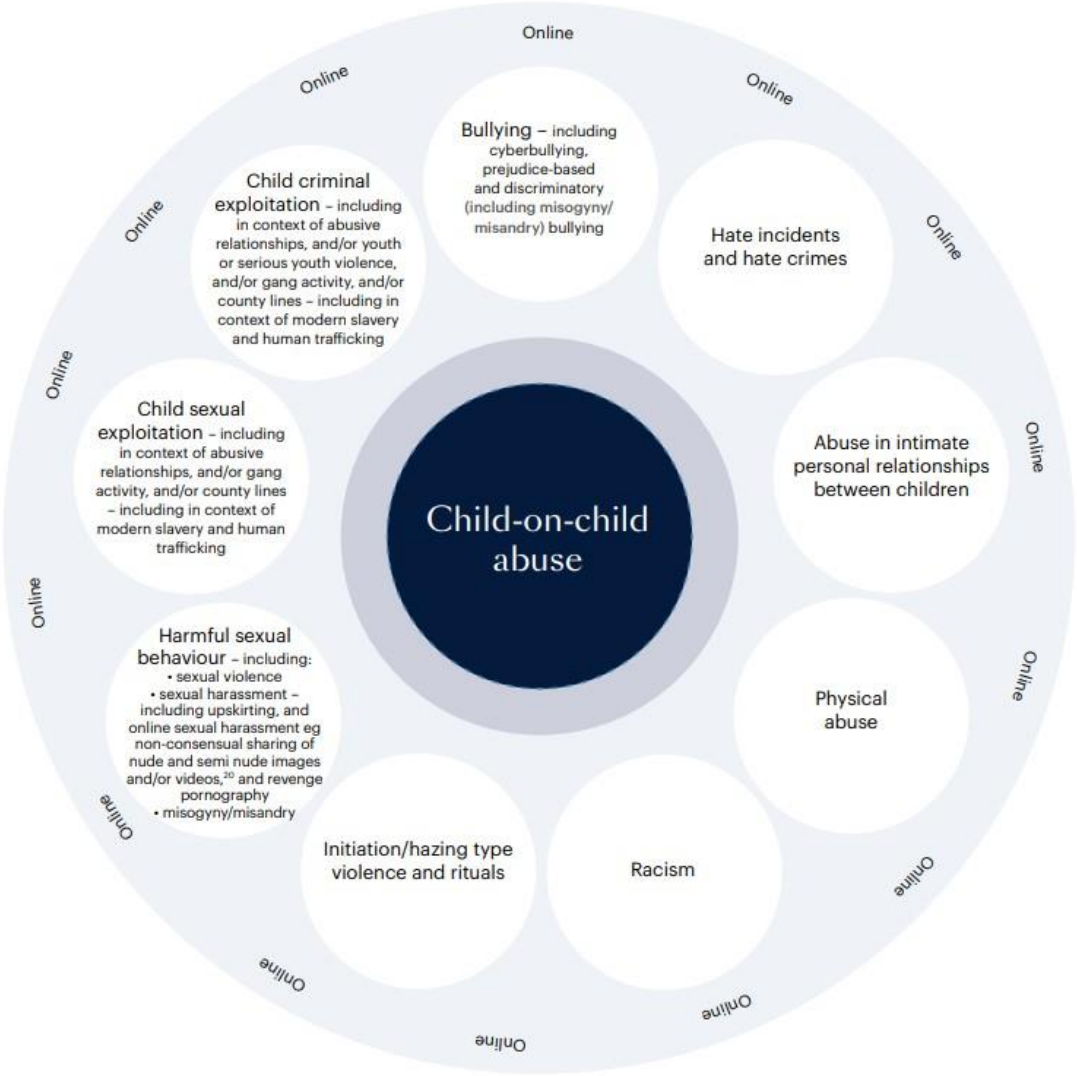


Fig 2 Sexual behaviours continuum model

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

PART FOUR: RESPONSE TO REPORTS

Summary of responses

REPORT RECEIVED
(from the victim or third-party)
[Onsite, offsite or online]

Definitions

Sexual Violence
Rape
Assault by penetration
Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Victim reassured

- taken seriously and kept safe
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 43)
- parents of victim informed

Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Record-keeping

Remember, to record all concerns, discussions, decisions and reasons for decisions.

Considerations

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks
- other related issues and wider context

MANAGE INTERNALLY

One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

EARLY HELP

Non-violent Harmful Sexual Behaviours
(see Harmful Sexual Behaviours Framework (NSPCC) and the Brook Traffic Light Tool)

REFER TO SOCIAL CARE

All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care staff will decide next steps. Be ready to escalate if necessary.

REFER TO POLICE

All incidents of rape, assault by penetration or sexual assault.

Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT

Case-by-case basis

RISK ASSESSMENT

Immediately

Do not wait for outcome of referral before protecting victim.

Emphasis on victim being able to continue normal routines.

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school)
[Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

(see separate page)

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

(see separate page)

DISCIPLINARY MEASURES TAKEN

(see school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN

(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

Ensure actions do not jepordise the investigation
School to work closely with police and/or other agencies

CRIMINAL PROCESS ENDS

- **Conviction or Caution**: follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- **Not Guilty**: Support victim and alleged perpetrator
- **No Further Action**: Support victim and alleged perpetrator

Source:
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

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ANNEX A

Risk Assessment

Basic information		
Referrer Name and role		
Referrer Contact details (email address and phone number)		
Name of school(s) for victim(s)		
Name of school(s) for child/ren alleged to have caused harm		
Did incident occur on school premises? If not where did the incident occur?		

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
What is the incident? Who was involved? Where did it happen				
Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc etc. As such has this been referred to the police?				
Is it necessary to limit contact between the children involved? Refer to KCSIE 2026 PART 5 and DFE guidance on				

sexual harassment and sexual violence in schools and colleges.				
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				
Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
Do they share classes?				
Do they share break times? Do they share peer/friendship groups?				
Do they share transport to/from school?				
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
How can such contact be limited?				
Is there a risk of harm from social media and gossip?				

Further action taken by Westacre Middle School: Please complete for each child involved.

Action	YES/NO	Date
Police informed		

Referral to FFD		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Internal Early Help and Support		
Other		

Action	YES/NO	Date
Police informed		
Referral to FFD		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		