Child on Child Abuse Policy
Rectory Farm Primary School
September 2023

Headteacher/Principal	Becca Williams
Designated Safeguarding Lead	Becca Williams
Chair of Governors	Sally Perkins
Safeguarding Governor	Avril Gilbert
Person Responsible for Policy	Becca Williams
Policy Date	Updated September 2023
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Contents

1 Aims

1.1 **Rectory Farm Primary** is committed to safeguarding and promoting the welfare of all children. We recognise that children may face different forms of abuse and we work together to protect children from harm. As well as being abused by adults, children can be abused by other young people. This is known as 'child on child abuse' or 'child on child abuse'. The school is committed to preventing child on child abuse and will protect children that may be suffering, or at risk of suffering harm perpetrated by another child. We recognise that child on child abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We maintain an attitude of 'it could happen here' and act in the best interests of the child at all times.

2 Definitions

2.1 The following terms and associated definitions will be used throughout this policy.

- **'Staff' or 'members of staff'** refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of the school.
- **Child/children** refers to any young person under the age of 18.
- **Safeguarding and promoting the welfare of children** is defined as; protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.[1]
- **Child on child abuse (or child on child abuse)** refers to any scenario where a child under the age of 18 abuses another child under the age of 18. It can take place online or offline. The children involved do not have to be the same age and the perpetrator may be older or younger than the victim. Child on child abuse (or child on child abuse) could include (but is not limited to);

    - bullying (including cyberbullying);
    - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
    - sexual violence, such as rape, assault by penetration and sexual assault;
    - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
    - upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
    - sexting (also known as youth produced sexual imagery); and
    - initiation/hazing type violence and rituals.[2]
    - abuse within intimate personal relationships and/or teenage relationship abuse;

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[1] Keeping Children Safe in Education (2023)
[2] Keeping Children Safe in Education (2023)

3 Purpose

3.1 This policy has been written to

- ensure that the school follows all statutory guidance and advice relating to child on child abuse;
- provide stakeholders with information about how Rectory Farm Primary School works to prevent child on child abuse;
- provide stakeholders with information about how Rectory Farm Primary School responds to concerns, disclosures and/or allegations relating to child on child abuse; and to
- provide stakeholders with information about how Rectory Farm Primary School continues to support victims of child on child abuse following the conclusion of an investigation.

4 Legislation and relevant documentation

4.1 This policy adheres to and must be read alongside the school Safeguarding and Child Protection policy.

4.2 All staff and stakeholders should also refer to the Safeguarding and Child Protection Policy in relation to any safeguarding matters or concerns.

4.3 This policy is part of a suite of school policies relating to safeguarding and child protection. For further details, please see

- Safeguarding and Child Protection Policy
- RFPS Behaviour Policy
- RFPS Anti-Bullying Policy
- NPAT Online Safety Policy
- Whistleblowing Policy
- RFPS SRE Policy

4.4 This policy adheres to all statutory guidance and legislation, including (but not limited to):

- Keeping Children Safe in Education (2023)
- Working Together to Safeguard Children (2018)
- Early Years Foundation Stage Statutory Framework (2023)
- Children Act 1989 and 2004
- Data Protection Act (2018)
- General Data Protection Regulations (2018)

4.5 The school will also refer to the government guidance documents '**Sexual Violence and Sexual Harassment in Schools and Colleges (May 2018)**' and '**Searching, Screening and Confiscation (January 2018)**' advice when managing reports or disclosures of child on child abuse of a sexual nature.

4.6 Rather than duplicating content from Keeping Children Safe in Education (2023) in this policy, it should be understood that Rectory Farm Primary School will always refer to this document as the benchmark for all safeguarding practice.

5 Scope

5.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Rectory Farm Primary School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

5.2 This policy has been developed by senior leaders within the school who have consulted with staff across a variety of roles.

6 Roles and Responsibilities

6.1 Role of the Governors

6.1.1 The governors will:
- Uphold all responsibilities under the school Safeguarding and Child Protection policy, Keeping Children Safe in Education (2023) and any other relevant statutory guidance.
- Ensure that the school's safeguarding and child protection policy includes all relevant information as outlined in Keeping Children Safe in Education (2023).
- Ensure that policies (including this policy), procedures and training in the school are effective and comply with the law at all times.

6.2 Role of the Headteacher

6.2.1 The Headteacher will:
- Uphold all responsibilities under the school safeguarding and child protection policy, Keeping Children Safe in Education (2023) and any other relevant safeguarding statutory guidance and legislation.
- ensure that this policy and all other relevant policies are followed by all staff.
- liaise with the Designated Safeguarding Lead about ongoing enquiries, particularly those under section 47 of the Children Act 1989 and police investigations.
- Ensure that the school curriculum includes education opportunities to minimise incidents of child on child abuse.
- Ensure that the school site promotes positive behaviour and minimizes the opportunity for child on child abuse.
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (in line with The Teachers' Standards 2012).

6.3 Role of the Designated Safeguarding Lead

6.3.1 The Designated Safeguarding Lead will:
- Uphold all responsibilities under the school Safeguarding and Child Protection policy, Keeping Children Safe in Education (2023) and any other relevant safeguarding statutory guidance and legislation.

- Undertake any training required to uphold their post and the responsibilities outlined in this policy.
- Act as a source of support, advice and expertise for staff in relation to child on child abuse.
- Manage disclosures of and concerns about child on child abuse.
- Make referrals to Children's Services and the police as appropriate.
- Ensure that this policy is known, understood and used appropriately by all staff.
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (in line with The Teachers' Standards 2012).

6.4 Role of all staff

6.4.1 All staff will:
- Uphold all responsibilities under the school safeguarding and child protection policy, Keeping Children Safe in Education (2023) and any other relevant safeguarding statutory guidance and legislation.
- Make referrals to the Designated Safeguarding Lead in cases where they suspect cases of child on child abuse or become aware of cases of child on child abuse.
- Be made aware that children can abuse other children and the forms that this abuse could take.
- Be clear as to the school policy and procedures on child on child abuse.
- Be made aware that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- Report any concerns relating to child on child abuse to the Designated Safeguarding Lead immediately.
- Receive training in how to respond appropriately to incidents of 'sexting'. Where incidents involve sexting or indecent images of children, members of staff will not view, download, print or share images. The Designated Safeguarding Lead should be made aware of the incident immediately.[3]

7   Training

7.1 The school will ensure that all staff have been trained to recognise and respond to child on child abuse.

7.2 Training for all staff will form a discrete part of the annual safeguarding training at the start of each academic year or as part of induction training for staff who join the school mid-year. Class teachers will have annual Protective Behaviours refresher training to support with high-quality class teaching. Staff in Years 5 and 6 will have additional training on Real Love Rocks (Barnardos) to support the teaching of more complex issues.

7.3 Designated Safeguarding Leads will be expected to take part in more detailed and comprehensive training covering all aspects of child on child abuse.

7.4 Specialist training will be developed within the school so as to provide trained and effective response and support for children who are identified as either/or the perpetrator or victim of child on child abuse. The school aims to follow the Team Child approach which is a trauma informed approach to supporting children's behaviour and social, emotional development. In

addition the school aims to have two members of staff trained as Protective Behaviour Leads (4 day course), who will lead intervention work for individuals and groups.

7.5 We recognise the gendered nature of child on child abuse. However, all staff will be trained to understand that all child on child abuse is unacceptable and will be taken seriously.

8   Procedures to minimise child on child abuse

8.1 The school have a responsibility to minimise opportunities for child on child abuse. We do this by

- Behaviour reporting tracks antecedents and is monitored by SLT to identify support at an early stage for individuals.
- Reporting is extended for racist incidents, reported bullying and sexualized child on child abuse. This reporting allows for individuals to be supported and tracked to follow trends as well as year group trends. This is a key tool in identifying and supporting individuals, groups and year groups.
- PSHE curriculum is structured to support social and emotional development.
- Protective Behaviour lessons are embedded into the PSHE curriculum to enable children to voice if something does not feel right and to empower children to keep themselves safe.
- National Online Safety Lessons support children's knowledge of online bullying and how to treat others online.
- Anti-Bullying Week is celebrated each year across the school, along with other opportunities that can be facilitated with outside providers ie. NSPCC assemblies.
- The school actively fosters an inclusive and caring community where kindness is a core value. This is permeated through the school's values, rules and the ethos that staff and children project. Children in Years 5 and 6 have additional time with the PCSOs to learn about knife crime, gangs and antisocial behaviour.
- The school's Nurture provision supports children who are identified as in need of support.
- Every class carries out a Thrive assessment once a term to reflect on children's emotional wellbeing and identify needs.
- High staffing levels are operated for break and lunchtimes and a lunch club is run in the school library to support children who find unstructured times challenging.
- Assemblies are held with Key Stages to talk in an age appropriate way about expected behaviours and ways of treating each other. In Years 5 and 6 this is more explicit to sexualized behaviours, respecting personal space.
- SRE is covered as a discrete unit of work in each year group.

8.2 We recognise that some children may be more vulnerable to child on child abuse than others. For example, children who have already experienced abuse, those that have special educational needs or disabilities (SEND), children living in care and children who are LGBTQ+ and/or have other protected characteristics under the Equality Act 2010 may be more likely to face child on child abuse than other children. We work to protect children with additional vulnerabilities at all times.

8.3 We address child on child abuse through our curriculum, in line with **Relationships Education, Sex and Relationships Education and Health Education**. The curriculum covers the following issues:
All year groups learn about healthy relationships.

• Foundation Stage - Growing up: how we have changed since we were babies
• Year 1 - Boys' and girls' bodies; naming body parts
• Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
• Year 3 - How babies grow and how boys' and girls' bodies change as they grow older
• Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation
• Year 5 - Puberty for boys and girls, and conception
• Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

9 Responding to concerns or disclosures of child on child abuse

9.1 The school takes child on child abuse seriously and will respond to all concerns or disclosures of child on child abuse immediately.

9.2 If a member of staff has a concern about child on child abuse, or if a child discloses child on child abuse to them, they will refer this to the Designated Safeguarding Lead immediately, in line with the school's Safeguarding and Child Protection policy.

9.3 Upon receiving a concern, report or disclosure of abuse, the Designated Safeguarding Lead will decide what further action is necessary. This will vary depending on the type of child on child abuse and the severity of the incident/s disclosed. The Designated Safeguarding Lead will take contextual factors into account when managing the report.

9.4 The Designated Safeguarding Lead will always consider the following;

- the wishes of the victim in terms of how they want to proceed. The victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: the level of coercion or threat, whether a crime may have been committed and consideration of harmful sexual behaviour;
- both the chronological and developmental ages of the children involved;
- any power imbalance between the children, including consideration of the age of children and whether children have special educational needs or disabilities;
- the impact on the victim;
- if the alleged incident is a one-off or a sustained pattern of abuse; and
- if are there ongoing risks to the victim, other children, adult students or school or college staff.

9.5 Depending on the nature of the incident/s, the Designated Safeguarding Lead may
- Seek further information from those involved and witnesses.
- Undertake a risk assessment to ascertain steps necessary to safeguard the victim, alleged perpetrator, adults and other children.
- Decide to manage the concern internally.
- Organise a meeting with relevant staff and agencies to assess risk and agree a safety plan.
- Refer the victim and/or the perpetrator to local services for Early Help.
- Refer the case to Children's Services via a MASH referral.
- Liaise with social workers working with children involved (if applicable).
- Make a referral to the police.

9.6 Supporting the victim

9.6.1 The school recognises that child on child abuse has a significant impact on young people and victims are likely to need ongoing support.

9.6.2 Appropriate support will be put in place for victims of child on child abuse whilst investigation is taking place and following the initial response. Support will continue for as long as it is needed and will be reviewed regularly to ensure the victim is receiving appropriate care.

9.6.3 The school will do everything we can to maintain the victim's normal routine.

9.6.4 The school will do everything we can to protect the victim from further bullying and harassment as a result of their disclosure.

9.6.5 Once all information is carefully collected, senior leaders will assess which intervention is appropriate to the needs of the child and the situation.

9.6.6 If a victim of child on child abuse moves to a new setting, the Designated Safeguarding Lead will share the necessary information to ensure that support for the child continues.

9.7 Supporting the alleged perpetrator

9.7.1 The school has a responsibility to ensure that an alleged perpetrator continues to receive a suitable education and will consider a range of options in continuing educational provision. Options may include
- It's Only a Joke – Toolkit
- Real Love Rocks – Barnados
- Protective Behaviours – Pants Programme, My Body Is Mine
- Stop It Now – Harmful Sexual Abuse Toolkit

9.7.2 We recognise that children who perpetrate child on child abuse may be being abused themselves. The school will continue to safeguard the alleged perpetrator and provide them with support and where necessary a referral to social care (MASH) will be made.

9.7.3 A plan to reduce the risk posed by the alleged perpetrator will be put in place as part of the risk assessment made following the alleged abuse.

9.7.4 If the alleged perpetrator moves to another setting, the Designated Safeguarding Lead will share information as necessary to safeguard the individual and other child at the new setting.

9.8 The Designated Safeguarding Lead will take advice from children's social care, specialist services and the police as necessary. Where necessary the school will use the Hackett Continuum to identify the level of risk/harmful behaviours that may have been displayed.

9.9 The school may choose to impose a sanction or punishment on the alleged perpetrator following an incident of child on child abuse. In this case, we will follow the school Behaviour Policy in determining the level and severity of sanction.

10 Local Arrangements and Making Referrals

10.1 The school adheres to local safeguarding arrangements, as outlined by the Northamptonshire Safeguarding Children Partnership.

10.2 For further details of how the school works with partner agencies in responding to safeguarding incidents (including incidents of child on child abuse), please see the school's Safeguarding and Child Protection policy.

11 Record-keeping

11.1 All incidents of behaviour, including child on child abuse, are recorded on the school's Arbor system. In addition, a reporting form may be completed (*see Appendix 1*). These forms are filled in as part of the enquiry into any alleged incident and allow for careful tracking and monitoring of child on child abuse under different categories. Forms include:
- Racist Incident Form *Appendix 2*
- Bullying Form *Appendix 3*
- Child on Child Abuse Form (sexualized behaviours) *Appendix 4*

11.2 Members of staff will follow the procedures for recording a disclosure outlined in the school's Safeguarding and Child Protection policy.

12 Parent/s and Carer/s

12.1 Parent/s and carer/s will be informed of incidents unless sharing information puts a child at greater risk of harm.

12.2 If the child wishes to withhold information from their parent/s or carer/s, competency will be assessed using the Gillick competency and Fraser guidelines (where applicable).[4]

12.3 Children will always be encouraged to speak to parent/s or carer/s about child on child abuse.

Further Resources

The school use a range of resources (in addition to those referenced in the main body of the policy) to support in minimising child on child abuse, training staff and responding to concerns or disclosures. This appendix details this additional documentation.

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

Harmful sexual behaviour between children and young people, NICE
https://www.nice.org.uk/guidance/ng55

NSPCC Harmful Sexual Behaviour Framework
https://learning.nspcc.org.uk/media/1657/harmful-sexual-behaviour-framework.pdf

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[4] For more information about Gillick competency and Fraser guidelines, see https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines

Preventing and Tackling Bullying Advice (2017), HM Government
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

What to do if you are worried a child is being abused (2015), HM Government
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Sexting: How to respond to an incident. An overview for all teaching and non-teaching staff in schools and colleges, UKCCIS
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf

Sexting in schools and colleges: Responding to incidents and safeguarding young people UKCISS
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

School Exclusion Statutory Guidance (including changes to the exclusion process during the coronavirus (COVID-19) outbreak
https://www.gov.uk/government/publications/school-exclusion

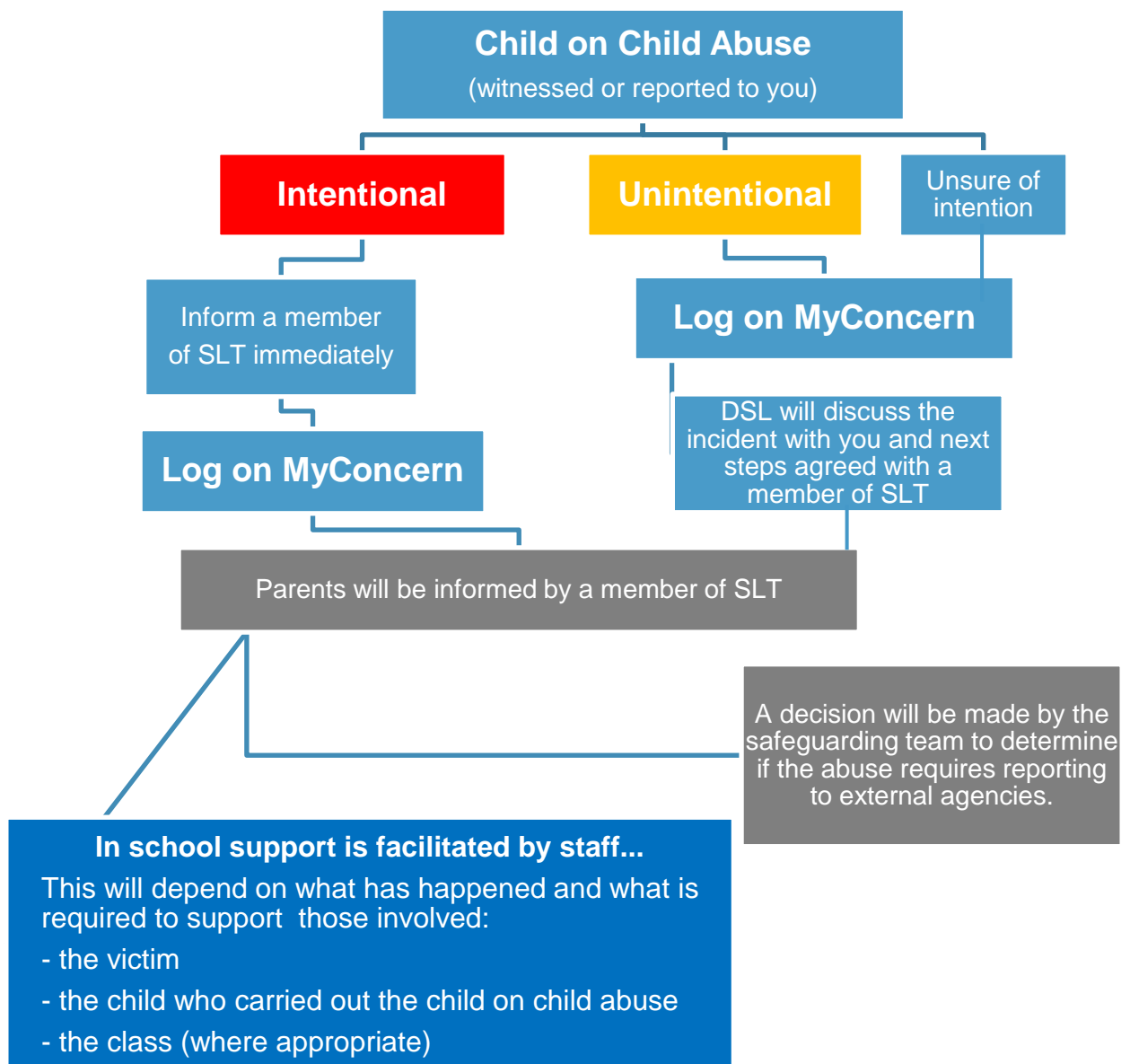**Harmful Sexual Behaviour Procedures, Northamptonshire Safeguarding Children Partnership**
http://northamptonshirescb.proceduresonline.com/p_sexually_harm_behav.html

Behaviour and discipline in schools (2016), Department for Education
https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

Appendix 1
Child on Child Abuse Reporting Flowchart

Child on Child Abuse
(witnessed or reported to you)

Intentional | **Unintentional** | Unsure of intention

Inform a member of SLT immediately

Log on MyConcern

Log on MyConcern

DSL will discuss the incident with you and next steps agreed with a member of SLT

Parents will be informed by a member of SLT

A decision will be made by the safeguarding team to determine if the abuse requires reporting to external agencies.

In school support is facilitated by staff...
This will depend on what has happened and what is required to support those involved:
- the victim
- the child who carried out the child on child abuse
- the class (where appropriate)

Please use this flowchart to help in decision making regarding reporting of Child on Child abuse and in conjunction with the school's Child on Child Abuse Policy.
The grey sections are specific to members of SLT and the safeguarding team only.
If in doubt, you MUST speak to a member of the safeguarding team.

Appendix 2

No.	**Racist Incident Report 2023-24**

People Involved (Victim):

Is the victim?

Pupil	☐	Member of Staff	☐
Parent	☐	Governor	☐
Visitor	☐	Other (Please describe in the box below)	☐

Name of victim:

Victim's Details: (please complete a form for each victim)

Gender		Year Group	
Religion		Ethnicity	
Pupil Premium		SEN	
Is this the first incident?	Yes ☐	No (please provie additional details) ☐	

People Involved (Alleged Perpetrator):

Is the alleged perpetrator?

Pupil	☐	Member of Staff	☐
Parent	☐	Governor	☐
Visitor	☐	Other (Please describe in the box below)	☐

Name of Alleged Perpetrator:

Perpertrator's Details: (please complete a form for each victim)

Gender		Year Group	
Religion		Ethnicity	
Pupil Premium		SEN	
Is this the first incident?	Yes ☐	No (please provie additional details) ☐	

How was the incident brought to your attention?

Reported to you:

By the victim	☐	By another pupil	☐
By a parent / carer / family member	☐	Anonymously	☐
By another member of staff	☐	Other (Please describe in the box below)	☐

Name of person reporting the incident:

Detected by you:

Witnessed	☐	Signs noticed	
Other (Please describe in the box below)	☐	Evidence found by you i.e.written	

Details:

Type of Incident:

Verbal Abuse

Racist Comment	☐	Intended to be offensive	☐
Vicious or threatening	☐	Other (Please describe in the box below)	☐

Physical Abuse

Punching / Kicking	☐	Serious incident of fighting	
Throwing objects at victim	☐	Other (Please describe in the box below)	

Cyberbullying

Texting / messaging	☐	Social Media	☐
Online gaming via headsets	☐	Email	☐
Photos or videos	☐	Other (Please describe in the box below)	☐

Incitement to

Verbal abuse	☐	Refusal to cooperate with others	☐
Physical assault	☐	Abuse of personal property	☐
Intimidation	☐	Cyberbullying	☐
Graffiti	☐	Other (Please describe in the box below)	☐

Description of Incident:			
Recorded by:		Position:	
Date:		Location:	
Time:		Witnessed by:	

Description of Incident

Action / Support for Victim

Action / Support for Alleged Perpetrator

Signature of Reporting Members of Staff:	**Signature of Headteacher:**
Parent / Carers informed by: Parent Comment: **Parent / Carer Signature:**	Face to face / Telephone call Date:

Appendix 3

No.	**Bullying Incident Report 2023-24**

People Involved (Victim):

Is the victim?

Pupil	☐	Member of Staff	☐
Parent	☐	Governor	☐
Visitor	☐	Other (Please describe in the box below)	☐

Name of victim:

Victim's Details: (please complete a form for each victim)

Gender		Year Group	
Is this the first incident?	Yes ☐	No (please provie additional details) ☐	

People Involved (Alleged Perpetrator):

Is the alleged perpetrator?

Pupil	☐	Member of Staff	☐
Parent	☐	Governor	☐
Visitor	☐	Other (Please describe in the box below)	☐

Name of Alleged Perpetrator:

Perpertrator's Details: (please complete a form for each victim)

Gender		Year Group	
Is this the first incident?	Yes ☐	No (please provie additional details) ☐	

How was the incident brought to your attention?

Reported to you:

By the victim	☐	By another pupil	☐
By a parent / carer / family member	☐	Anonymously	☐
By another member of staff	☐	Other (Please describe in the box below)	☐

Name of person reporting the incident:

Detected by you:

Witnessed	☐	Signs noticed	
Other (Please describe in the box below)	☐	Evidence found by you i.e.written	

Details:

Type of Incident:

Verbal Abuse

Abusive comments made	☐	Intended to be offensive or belittling	☐
Vicious or threatening	☐	Other (Please describe in the box below)	☐

Physical Abuse

Punching / Kicking	☐	Serious incident of fighting	
Throwing objects at victim	☐	Other (Please describe in the box below)	

Cyberbullying

Texting / messaging	☐	Social Media	☐
Online gaming via headsets	☐	Email	☐
Photos or videos	☐	Other (Please describe in the box below)	☐

Incitement to Bully

Verbal abuse	☐	Refusal to cooperate with others	☐
Physical assault	☐	Abuse of personal property	☐
Intimidation	☐	Cyberbullying	☐
Graffiti	☐	Other (Please describe in the box below)	☐

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Description of Incident:

Recorded by:		Position:	
Date:		Location:	
Time:		Witnessed by:	

Description of Incident

Action / Support for Victim

Action / Support for Alleged Perpetrator

Signature of Reporting Members of Staff:	Signature of Headteacher:
Parent / Carers informed by:	Face to face / Telephone call Date:
Parent Comment:	
Parent / Carer Signature:	

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Appendix 4

No.	**Child on Child Abuse Incident Report 2023-24**

Name of Victim:	

People Involved (Victim):

Is the victim?

Pupil	☐	Member of Staff	☐
Parent	☐	Governor	☐
Visitor	☐	Other (Please describe in the box below)	☐

Victim's Details: (please complete a form for each victim)

Gender		Year Group	
Religion		Ethnicity	
Pupil Premium		SEN	
Is this the first incident?	Yes ☐	No (please provide additional details) ☐	

Name of alleged perpetrator:	

People Involved (Alleged Perpetrator):

Is the alleged perpetrator?

Pupil	☐	Member of Staff	☐
Parent	☐	Governor	☐
Visitor	☐	Other (Please describe in the box below)	☐

Perpetrator's Details: (please complete a form for each victim)

Gender		Year Group	
Religion		Ethnicity	
Pupil Premium		SEN	
Is this the first incident?	Yes ☐	No (please provie additional details) ☐	

How was the incident brought to your attention?

Reported to you:

By the victim	☐	By another pupil	☐
By a parent / carer / family member	☐	Anonymously	☐
By another member of staff	☐	Other (Please describe in the box below)	☐

Name of person reporting the incident:

Detected by you:

Witnessed	☐	Signs noticed	

Details:

Type of Incident:

Verbal Abuse

Sexually explicit comment	☐	Displaying sexual images	☐
Sending emails, messages, letters or texts with sexual content		Asking sexually inappropriate questions	
Sexual jokes	☐	Other (Please describe in the box below)	☐

Physical Abuse

Punching / Kicking	☐	Serious incident of fighting	
Throwing objects at victim	☐	Other (Please describe in the box below)	

Online Abuse

Inappropriate Photos or videos	☐	Social Media	☐
Online gaming via headsets/sexualised comments	☐	Other (Please describe in the box below)	☐

Incitement to

Repeat inappropriate comments	☐	Perform sexualised behaviours/gestures	☐
Touch others inappropriately	☐	Abuse of personal property or graffiti	☐
Cyberbullying	☐	Other (Please describe in the box below)	☐

Description of Incident:				
Recorded by:		Position:		
Date:		Location:		
Time:		Witnessed by:		

Description of Incident

Action / Support for Victim

Action / Support for Alleged Perpetrator

Signature of Reporting Members of Staff:	**Signature of Headteacher:**
Parent / Carers informed by: Parent Comment: **Parent / Carer Signature:**	Face to face / Telephone call Date: