**Harmful Sexual Behaviour / Peer on Peer Abuse**

**Checklist for Educational Settings**

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 / peer on peer abuse

Settings must work to [Keeping Children Safe in Education (DfE, 2020)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf) in respect of safeguarding. Part 5 sets out how settings should manage reports of child-on-child sexual violence and harassment. It also links to [‘Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

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| **Key questions** | **Comments / supporting evidence** |
| **Safeguarding – policies, procedures and wider safeguarding arrangements** | **Comments / supporting evidence** |
| Does your current safeguarding / child protection policy include arrangements for peer on peer abuse   1. *If you use the ECC model Child Protection Policy, there is a note to include arrangements within your school under that section on page 9 / 10* 2. *There is now an* [*ECC model Harmful Sexual Behaviour / Peer on Peer Abuse Policy*](https://schools.essex.gov.uk/pupils/Safeguarding/Templates_for_Reporting_and_Recording_Child_Protection_Concerns/Pages/default.aspx) |  |
| Do your current policies, protocols and practice address peer-on-peer abuse, to safeguard and promote the welfare of your pupils   1. *Is there a clear set of values which set out that any form of abuse is unacceptable and will not be tolerated* 2. *Are all staff, pupils and parents clear on procedures for harmful sexual behaviour / peer on peer abuse* 3. *How do governors ensure that policies, protocols and practice do effectively safeguard all pupils* 4. *Do school leaders create a culture of vigilance in eradicating peer-on-peer abuse* |  |
| Are your key safeguarding policiespublished on the school website *(and do they refer to current statutory guidance)* | . |
| Is there a process in place for ensuring safeguarding policies are regularly reviewed (annually)   1. *What processes are applied here – is there sufficient scrutiny of the content to ensure it is current and meets need* 2. *Are staff and pupils provided with the opportunity to contribute to and shape safeguarding policies* |  |
| Do all staff receive regular and relevant training, which includes harmful sexual behaviour and peer on peer abuse*Are all staff aware of how to recognise harmful sexual behaviour and how to report it**Has the quality and content of the staff training programme been reviewed to ensure it adequately covers this topic**How do you evidence staff training and their understanding of your policies and procedures* |  |
| How do governors ensure there is strategic oversight of safeguarding and that arrangements are effective   1. *Is safeguarding a regular item on governing body meeting agendas* 2. *Do governors receive regular safeguarding reports and what action have they taken as a result of the issues raised* 3. *How do governors appropriately support and challenge the Headteacher and / or Designated Lead on safeguarding matters* |  |
| Are there effective communication systems in place to inform parents, pupils the wider school community about safeguarding arrangements*How do you engage parents in supporting safeguarding arrangements and reinforcing key messages with their children at home**How do you support parents with keeping their child safe**How do you inform parents how seriously you take safeguarding in your setting, including the management harmful sexual behaviour**Are all pupils and parents / carers clear on the reporting process and support available if they have any safeguarding concerns including regarding peer-on-peer abuse**Are all stakeholders aware of how to escalate concerns or of whistleblowing procedures if they feel issues are not being recognised or addressed* |  |
| Safeguarding – data | **Comments / supporting evidence** |
| What data do you hold on incidents of harmful sexual behaviour*Is data collated centrally, as well as on individual child protection files**Is your data regularly analysed and reviewed to determine patterns, trends or vulnerable groups**How is the data triangulated with other relevant information (for example, attendance, behaviour, child protection)**How is the data used to inform and improve practice**Are there systems in place for regularly reviewing data and its use / outcomes* |  |
| **Safeguarding – curriculum** | **Comments / supporting evidence** |
| Has the school agreed and published its curriculum policy for the delivery of RSHE (Relationships, Sex and Health Education) |  |
| 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 |  |
| How do you know the teaching of the RSHE (Relationships, Sex and Health Education) curriculum is effective – how do you test understanding | . |
| Is the implementation of the RSHE (Relationships, Sex and Health Education) curriculum appropriately sequenced, resourced and effective in all year groups |  |
| How do you teach pupils to keep themselves (and others) safe, including online |  |
| **Safeguarding - multi-agency safeguarding arrangements** | **Comments / supporting evidence** |
| How well are safeguarding guidance and processes understood, consistent and effective between your school and local multi-agency partners including local authority children’s social care, the police, health services, victim support and other support |  |
| Are there strong working relationships in place with other local agencies, to ensure you work in partnership to effectively safeguard pupils   1. *How do you engage with partner agencies* 2. *Are all staff aware how to request support from / refer to the Children and Families Hub, if they have concerns* 3. *Do you escalate cases appropriately if you feel concerns have not been recognised or addressed by other organisations (see the* [*SET Procedures 9ESCB, 2019)*](https://www.escb.co.uk/2423)*)* 4. *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* 5. *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* |  |
| **Safeguarding - pupil voice and reporting** | **Comments / supporting evidence** |
| How do you engage with pupils to capture pupil voice   1. *How do you ensure you reach all groups of pupils, including more vulnerable groups* 2. *How do pupil views contribute to and shape policy, procedures and RSHE curriculum delivery* 3. *What feedback is provided to pupils so they feel listened to and so they are aware that their concerns are acted upon* 4. *Are there mechanisms in place to review progress on any outcomes based on pupil voice* |  |
| Do pupils feel able to identify a trusted adult to listen to their concerns |  |
| How do you check that pupils feel safe to report concerns and know how to do so |  |
| **Safeguarding – response to an allegation / incident** | **Comments / supporting evidence** |
| Is the Designated Lead aware of when to report to other agencies (Police and / or Social Care)  [NSPCC - when to call the police](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf)  [Essex Effective Support](https://www.essexeffectivesupport.org.uk/) |  |
| 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 |  |
| Following an incident of harmful sexual behaviour, is there a sound risk assessment 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)   1. *Do you write risk assessments for the victim and the perpetrator (and any other pupils as required)* 2. *Are the victim and the perpetrator and their parents given the opportunity to contribute to the risk assessment and identify their concerns to ensure they are addressed* 3. *Do your risk assessments identify appropriate support for all pupils as required* 4. *Do you work with other partners to contribute to and agree the risk assessment as required* 5. *Do you use the ‘Team Around the Family’ / early help process to facilitate these discussions, where there is not already a Social Worker involved* |  |
| Do pupils receive timely and appropriate support to meet their needs, and is this reviewed to ensure it is an effective intervention |  |
| Are the victim and perpetrator kept informed of school action at each stage of the process |  |
| 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 |  |