**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)
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| Do your current policies, protocols and practice address peer-on-peer abuse, to safeguard and promote the welfare of your pupils1. *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*
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| 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*
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| 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 effective1. *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*
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| 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 pupils1. *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*
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| **Safeguarding - pupil voice and reporting** | **Comments / supporting evidence** |
| How do you engage with pupils to capture pupil voice1. *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*
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| 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*
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| 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 |  |