Summary document outlining the changes that **Safeguarding Network** have identified in [Sexual violence and sexual harassment between children in schools and colleges](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges). The notes column provides space for additional thoughts, and in some places, we have added some of our own already.

| **Page** | **Para** | **Change** | **Theme** | **Notes** |
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| **Summary** | | | | |
| 3 | First | Added wording “and online” to the sentence looking at what the advice covers. Now reads:  “The advice covers children of all ages, from primary through to secondary stage and into colleges and online.” | Online safety | Although this could be considered a minor addition, this reinforces that there is no separation between real world and online lives for children and young people of any age. |
| 4 | Other advice and guidance | This section which looks at the other relevant documentation has been expanded to include documents relating to mental health and the teaching of relationships, sex and health. | Guidance |  |
| 5 | Victims and alleged perpetrators – paragraph 3 | The references have been changed to alleged perpetrator(s) (the previous document referred to perpetrator). There is also additional recognition that the perpetrator may have suffered harm as well and that this needs to be considered when talking about terminology. | Terminology | These changes recognise that there can be more than one perpetrator, but also that there is a need to consider the reasons for the perpetrators behaviour and reinforcing the need to ask the question as to whether they are also a victim. |

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| **Part One: What do we mean by sexual violence and sexual harassment between children?** | | | | |
| 6 | 1 | The wording of the paragraph has been altered with two specific additions:   1. Adding of wording that reinforces that children in any setting (primary, secondary and colleges) can be involved in sexual violence and sexual harassment. 2. Reinforcing the theme from KCSiE 2021 that there needs to be an attitude from all staff of “it could happen around here”. | General |  |
| 6 | 2 | New paragraph reinforcing the zero-tolerance approach introduced by KCSiE 2021.  “Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.” | Zero tolerance |  |
| 6 | 3 | Wording added to emphasise that there is a need to be aware that safeguarding incidents can be linked to things that are happening outside of the setting but having an impact on individuals in the setting. | Contextual safeguarding |  |
| 6 | 4-5 | These new paragraphs set out the expectation that victims and perpetrators are supported and kept safe (as well as disciplining perpetrators if required). Paragraph 4 reinforces the position in KCSiE 2021 that “A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever me made to feel ashamed for making a report.” | Support to individuals involved |  |
| 7 | 7 | The evidence base for the guidance has been updated to reflect more recent guidance and research. | Supporting information |  |
| 9 | 8 | Wording added to further reinforce the attitude of “it could happen around here” and emphasise that settings should respond to all reports and concerns (including those that take place outside of the setting).  Pulling down of trousers has been added to the list of challenging physical behaviour that should not be tolerated.  Wording also added to emphasise the impact of “not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse” and how this may change the culture within the setting. | Child centred approach |  |
| 10 | 13 | Wording added further emphasising that incidents can happen both inside and outside the setting. | Contextual safeguarding |  |
| 10 | 14 | Clarification for settings that sexual assault: “covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault”.  Addition of paragraph about causing someone to engage in sexual activity without consent, giving the examples of “forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party”. | Definitions |  |
| 11 | First bullet point | Addition of the word “consensual” when talking about the sharing of nude and semi-nude images and videos. | Definitions | This is of note as this bullet point recognises two things:   1. That it is not only non-consensual sharing that can be part of a wider pattern, but consensual sharing as well – also notes that where u18’s are involved this is a criminal offence. 2. Change in terminology to sharing of nudes and semi-nudes, reflecting the [new document from UKCIS](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people). |
| 12 | 17 | Change of wording from “atmosphere” to “culture”, so now reads:  “It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence”. | Terminology | As the changes already highlighted have established, this further reinforces that there is expected to be a much stronger response from settings to sexual violence and sexual harassment. |
| 12 | 19 | Reference to harmful sexual behaviour and national specialist support that is available. | Harmful sexual behaviour | Of note is that the [Brook Sexual Behaviours Tool](https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/) is removed from this list. Previous versions of the tool are no longer supported and should be deleted. The updated tool is accessible but there is a requirement to complete a paid online learning course first. |
| **Part two: What are schools and colleges legal responsibilities** | | | | |
| 14 | 23 | New paragraph reinforcing the statements in KCSiE 2021 and Working Together that there is an expectation that settings meet their statutory responsibilities and work with safeguarding partnerships. | Safeguarding partnerships |  |
| 14 | 24 | Addition to the paragraph setting out expectations around behaviour policy to add that measures in place should also prevent cyberbullying, prejudice-based and discriminatory bullying. | Policy |  |
| 16 | Considerations box | Largely unchanged, expect for the changing of the word “gender” to the word “sex”, so it now reads:  “Schools and colleges should consider the makeup of their own pupil and student body, including the sex and age range of its pupils and students […] evidence shows that girls are more likely to be subject to sexual violence and sexual harassment than boys, and that boys are more likely to perpetrate such violence and harassment.” |  |  |
| **Part three: A whole school or college approach to preventing child on child sexual violence and sexual harassment** | | | | |
| 17 | 29 | Addition of statement to reflect that the best interests of the child are paramount:  “Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.” | Child centred approach |  |
| 17 | 31 | Addition of paragraph reflecting the requirements of KCSiE 2021 that systems should allow for easy confidential reporting and that those reporting violence or harassment with know their concerns will be taken seriously. | Child centred approach |  |
| 17 | 32-34 | This section in the original guidance was termed “contextual safeguarding”. It has been rephrased as “extra-familial harms” and has been added to. The emphasis is around understanding that children can be at risk of exploitation, serious youth violence and other abuse, and also that technology can have a role part in this. | Contextual safeguarding |  |
| 18 | 38 | Removal of the term gender roles in the list of issues that an effective curriculum may tackle. |  |  |
| 19 | 39-42 | The guidance has been changed to reflect the changes in requirements for teaching of relationships and sex education. | RSE |  |
| 20 | 45 | Emphasis added to reflect that whilst there is specialist support available, the DSL in the setting should know how and where to seek support from. | DSL |  |
| **Part four: Responding to reports of sexual violence and sexual harassment** | | | | |
| 22 | 46-47 | Two new paragraphs reinforcing what we have seen previously in the document about the need to have systems for reporting in place and the need to respond. | Child centred approach |  |
| 22 | 48 | Additional sentence setting out that governors and proprietors should ensure the setting is contributing to multi-agency working as per Working Together. | Governance |  |
| 22 | 51  (Last bullet point on page 22) | Addition of paragraph setting out the responsibilities of multi-agency safeguarding partners and specifically local authority children’s services, stating these agencies should have: “a comprehensive range of effective, evidence-based services in place to address assessed needs early.” | Multi-agency working | This is an interesting addition as our initial take is that settings can now approach the local authority and challenge what they are doing to support victims, perpetrators, and the settings in responding to reports where the case does not necessarily warrant an immediate social care referral. |
| 22 | 51 | Further down the list of where support can be found the Childline/IWF Report Remove tool has been added and the advice in relation to sexting has been updated to refer to the new terminology of “sharing of nudes and semi-nudes”. | Resources |  |
| 25 | 53-55 | Addition of text to reinforce the position seen in KCSiE 2021 about how reports may not just be a verbal disclosure direct to a member of staff but indirect hearing of conversations or changes in behaviour. The text also reinforces that the initial response will determine the confidence of future victims. This section and para 58 reinforce that staff should act immediately and not wait to be told if they have concerns about a child’s welfare. | Managing a report |  |
| 26 | 59 | New bullet points added to identify that if possible two staff members should be present to manage reports and reinforcing the need for awareness of guidance in relation to viewing of images if there are online elements to the report.  Further bullet point to reinforce that when something is reported, it should be considered that this may not be a singular incident, just the first report of an ongoing incident.  Bullet point also added to reinforce that some cohorts of children may face additional barriers in telling what is happening to them. | Managing a report |  |
| 29 | 69 | Addition of bullet point to identify that the initial risk and needs assessment should also consider whether there may have been other victims and expansion of final bullet point to reinforce actions off the back of the initial assessment should also be appropriate to protect the victim “from the alleged perpetrator(s), or from future harms.” | Managing a report |  |
| 30 | 72 | Addition to first bullet point to clarify that any whilst the victim should be given as much control as possible in the support offered, this needs to be balanced with wider safeguarding responsibilities towards the whole setting.  Further amendments to other bullet points to reflect that peer-on-peer abuse can happen in intimate relationships between peers, and the need to consider whether other forms of abuse are also happening as sexual harassment / violence may not happen in isolation. | Managing a report |  |
| 30 | 74 | Addition to paragraph to reflect the emphasis in this document and KCSiE 2021 around a zero-tolerance approach. | Child centred |  |
| 32 | 76 | Text added in relation to the four likely scenarios that settings should consider to reflect the need to review regularly and that any review reflects lessons learnt. Also stresses need to look at whether wider cultural factors were an issue in the setting at the time of the incident.  Of note is that through the following four scenarios (manage internally, early help, referral to children’s social care and reporting to the police) there is further emphasis put on a zero-tolerance approach. | Managing a report |  |
| 33 | Early help | Bullet point added as follows:  “Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).” | Managing a report |  |
| 35 | Considering bail conditions | This section has been rewritten as the previous guidance referred to what were new practices at the time. These (e.g. releasing under investigation – RUI) are now embedded, and the guidance has been changed to include the need to ensure risk management arrangements “strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc).” | Managing a report |  |
| 36 | The end of the criminal process | Text added to set out that the end of the criminal process “should include a review of the necessary actions to keep all parties safe and meet their needs.” | Managing a report |  |
| 37 | Unsubstantiated, unfounded, false or malicious reports | New section added to reflect the guidance in KCSiE 2021 around what should happen in situations that reports are unsubstantiated, unfounded, false or malicious. | Managing a report |  |
| 39 | 80 | Paragraph relating to ongoing support has been expanded to include suggestions around more avenues of support for victims. | Ongoing support |  |
| 44 | 88 | Addition made to this paragraph looking at balancing the need to safeguard the victim as well as educating, supporting and potentially disciplining the alleged perpetrator(s). The addition reads: “Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.”  The section has also had further information added about supporting perpetrators to stop re-offending. | Ongoing support | It should also be noted that the heading of this section has been changed. Originally it was “Safeguarding and supporting the alleged perpetrator” and it has now been expanded to “Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour”, broadening the scope of potential children and young people to which this section is applicable. |
| **Annex A: Further information** | | | | |
| The appendix sets out lists of other organisations / sources of information which can help in relation to sexual violence / sexual harassment. This has been expanded and bought up to date. | | | |  |