THE BISHOPS' BLUE COAT CHURCH OF ENGLAND HIGH SCHOOL

Dignity and Respect Policy

All of the policies that shape our lives and daily practice at Bishops` are informed by our Christian vision and values: to know, nurture and inspire our students to be the best version of themselves, so that they can live 'life in all its fullness' (John 10: 10).

Is this Policy Statutory?	Yes
Review Period	Every 3 years
Date Approved	January 2023 (amendment May 2025)
Committee	Students

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Statement of Intent

Our vision statement states that:

The Bishops' Blue Coat Church of England High School is an exciting place to be. We know, nurture and inspire our community to be the best version of themselves through a better understanding of the Christian faith, and a rich set of opportunities that support and challenge our learners, so they are equipped to succeed. Through their engagement in society at Bishops' and beyond, students make a positive difference through their wise action and a sense of responsibility. Our students' initiative, drive and resilience will enable them to flourish and live 'life in all its fullness.' (John 10:10).

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. We promote tolerance, cooperation and an understanding that a school community will have diversity amongst all its members. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Valuing all of Gods' Children 2017 states:

Church of England schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.

How can *Valuing All God's Children* be seen through the lens of the *Church of England Vision for Education?*

Pupils are taught how to protect themselves and others from bullying. To enjoy their own uniqueness and the uniqueness of others.

Pupils have the hope of being free to be themselves and can fulfil their potential without fear of being bullied.

Wisdom
Growing in relational wisdom, love and compassion – as Jesus grew in wisdom. (Luke 2:40)

Hope
Hope in God's future for the world. Offering forgiveness, overcoming suffering and the possibility of redemption and new life. (Isaiah 44:22)

Pupils understand how bullying effects people and the legal context of people's rights in this country. They learn how to navigate difference wisely and compassionately. They can discern when to stand up for justice.

Pupils who bully can be given opportunities to learn and be forgiven. All can go on confidently to serve and make a better, more caring and peaceful world.

Life in all its fullness
John 10:10

Pupils are helped to work out how to live fulfilled, embodied lives: how to be happy with the skin they are in. They are also encouraged to celebrate the wonderful variety of different ways of being human.

Pupils are allowed to falter, to get things wrong and try again as they work out how to be in relationship with themselves and others. They see modelled a community of compassion that makes this possible.

Dignity
All are made in the image of God, and loved by God. Through the example of Jesus, all are called to live embodied, fulfilled human lives. (Genesis 1:27)

Community
Love your neighbour as yourself. Jesus embodied the centrality of relationships – through which we learn who we are and our responsibility for others. (Hebrews 10:24)

The marginalised and minorities need special and careful protection and nurturing as Jesus demonstrated through the attention he gave to the disadvantaged, excluded, despised and feared. This includes those susceptible to HBT bullying.

Within a loving and hospitable community pupils can explore their identity without fear of harm, judgement or being ostracized.

This policy outlines how instances of child on child abuse, including bullying, are challenged, supported and reported. We are committed to removing any factor that might represent a hindrance to a child's fulfilment.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. These measures are part of the school's BESt Behaviour Policy, which is communicated to all students, school staff and parents.

Aims and Purpose of the Policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of child on child abuse.
- To create an environment where all members of the school community are treated with dignity and respect and where all members of the school community understand that child on child abuse is not acceptable.
- To ensure a consistent approach to, challenging, supporting and reporting all incidents of child on child abuse
- To inform students and parents of the school's expectations and to foster a productive partnership which helps to maintain a happy safe inclusive environment for all to flourish.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- Keeping Children Safe in Education September 2022
- DfE (2017) 'Preventing and Tackling Bullying'
- DfE (2018) 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges'
- DfE (2018) 'Mental Health and Wellbeing Provision in Schools'
- Flourishing for All: Anti-bullying Guidance for Church of England Schools September 2024 (amended April 2025)
- The Church of England (March 2018) 'Mental Health and Wellbeing: Towards a Whole School Approach.

This policy operates in conjunction with the following school policies:

- BESt Behaviour Policy
- E Safety Policy

- Safeguarding Policy
- Equality and Diversity Policy
- Healthy and Safety Policy
- ICT Acceptable Use Policy
- BESt Behaviour for Learning Policy
- Staff Code of Conduct Policy
- Drug and Substance Misuse Policy
- Security Policy
- Data Protection Policy
- Cheshire West Safeguarding Children Board Safeguarding Procedures

Roles and Responsibilities

a. **The Governing Body** is responsible for:
   - Evaluating and reviewing this policy to ensure that it is not discriminatory
   - The overall implementation of this policy
   - Ensuring that the school adopts a tolerant and open-minded policy towards difference
   - Ensuring the school is inclusive
   - Analysing safeguarding reports to establish patterns and reviewing this policy in light of these

b. **The Headteacher and Designated Safeguarding Lead** are responsible for:
   - Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with child on child abuse in previous years to improve procedures
   - Ensuring that there are effective systems for reporting, recording and analysing child on child abuse
   - Keeping a record of all reported incidents, including which type of child on child abuse has occurred, to allow for proper analysis of the data collected
   - Analysing the data at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented
   - Arranging appropriate training for staff members

c. **Pastoral Support Officers** are responsible for:
   - Ensuring reported incidents are investigated, recorded, and monitored appropriately
   - All reported incidents are recorded on CPOMS under the appropriate category
   - Corresponding and meeting with relevant staff, students and parents where necessary

d. **Year Leaders** are responsible for:
   - Supporting the Pastoral Support Officers with investigating incidents of child on child abuse.
   - Corresponding and meeting with relevant staff, students and parents where necessary
   - Providing a point of contact for students and parents, when more serious incidents occur

e. **The SENCO** is responsible for:
   - Supporting the Pastoral Support Officers with investigating incidents of child on child abuse for SEND students. This might involve allocating a member of the SEND team as a key worker to work with the student
   - Corresponding and meeting with relevant staff, students and parents where necessary.

f. **Form Tutors and Teachers** are responsible for:

- Being alert to social dynamics in their class
- Being available to support students who wish to report child on child abuse
- Providing follow-up support after incidents
- Being alert to possible child on child abuse situations, particularly exclusion from friendship groups, and that they inform the student's Pastoral Support Officer of such observations
- Refraining from stereotyping and being aware of unconscious bias
- Understanding the composition of student groups, showing sensitivity to those who have been the victims of child on child abuse
- Reporting any instances of child on child abuse once they have been approached by a student for support.

g. **Parents** are responsible for:
- Informing their child's Form Tutor, Pastoral Support Officer or Year Leader if they have any concerns that their child is a victim of or involved in child on child abuse in anyway
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes

h. **Students** are responsible for:
- Informing a trusted adult or member of staff if they suspect child on child abuse
- Walking away from dangerous situations and avoiding involving other students in incidents
- Keeping evidence of child on child abuse

Definitions of Child on Child Abuse

Children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. Child on child abuse is most likely to include, but may not be limited to:

- **bullying** (including cyberbullying, prejudice-based and discriminatory bullying)
- **domestic abuse** in intimate personal relationships between peers
- **physical abuse** which can include 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
- **non-consensual sharing of nude** and semi-nude images and/or videos
- **causing someone to engage in sexual activity** without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- **upskirting,** which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
- **initiation/hazing/child exploitation in gangs and groups** can involve types violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element

For the purposes of this guidance, we, in places, use the term 'victim'. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. For the purpose of this advice, we, in places, use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'.

a) Bullying

There is no legal definition of bullying. For the purpose of this policy, "bullying" is defined as *"behaviour by an individual or group, usually repeated over time, with the intention of verbally, physically, or emotionally harming another person or group".*

Bullying is generally characterised by:

Repetition: Incidents are not one-offs; they are frequent and happen over a period of time
Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental
Targeting: Bullying is generally targeted at a specific individual or group
Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations

If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

There are different forms of bullying, these can include:

Cyberbullying: involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos. Cyber bullying may take place inside school, within the wider community, at home or travelling. It can draw bystanders into being accessories. It includes:

- Threats and intimidation
- Harassment or 'cyber stalking'
- Vilification/defamation
- Exclusion or peer rejection
- Impersonation
- Unauthorised publication of private information or images
- Manipulation

Cyber bullying may be carried out in many ways including the following:

- Threatening, intimidating, or upsetting text messages
- Threatening or embarrassing pictures and video clips via mobile phone cameras
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Intimidating or hurtful responses to someone in a chatroom
- Unpleasant messages sent during instant messaging
- Unpleasant or untrue information posted to blogs, personal websites and social networking sites (e.g. Facebook)

In accordance with the Education Act 2011, the school has the right to examine and delete files from students' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In some cases where evidence involves personal photos, the Safeguarding Team may decide that the device is handed directly to the police to examine contents.

If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, the Safeguarding Team will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls.

Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation).

Disablist Bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

It is important to remember that bullying can also be a combination of the above. There has been much media attention surrounding children and young people who have committed suicide due to being bullied. Professionals must understand the damaging and at times fatal effects bullying can and does have on children and young people and be able to respond to it effectively.

Vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.   Vulnerable students may include, but are not limited to:

- Students with SEND.
- Students who are adopted.
- Students suffering from a health problem.
- Students with caring responsibilities.

Bullying is acted out through the following mediums (this list is not exhaustive):

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Online (Cyber) (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Exploitation
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

b) Prejudice Based Incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It doesn't have to be persistent to be taken seriously as it could be an indicator of child on child abuse. It can be targeted towards an individual or group of people and have a significant impact on those targeted.   All prejudice-based incidents are taken seriously and recorded and monitored in school. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

c) Domestic Abuse

The behaviour of a person (A) towards another person (B) is 'domestic abuse' if A and B are each aged 16 or over and are personally connected to each other, and the behaviour is abusive. The behaviour is "abusive" if it consists of any of the following:

- physical or sexual abuse.
- violent or threatening behaviour.
- controlling or coercive behaviour.
- economic abuse (see subsection (4)).
- psychological, emotional or other abuse.

and it does not matter whether the behaviour consists of a single incident or a course of conduct.

'Economic abuse' means any behaviour that has a substantial adverse effect on B's ability to:

- acquire, use, or maintain money or other property, or
- obtain goods or services.

For the purposes of the Domestic Abuse Act 2021, A's behaviour may be behaviour 'towards' B despite the fact that it consists of conduct directed at another person (for example, B's child). The Domestic abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

d) Physical Abuse

Physical abuse can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. This can be a one-off incident and doesn't need to be repeated for it to be considered as an example of child on child abuse.

e) Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. We are aware of the importance o

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it

- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported

- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

It is essential that all alleged victims are reassured that they are being taken seriously and that they will be supported and kept safe. An alleged victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should an alleged victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. Staff should be aware of the importance of:

- challenging inappropriate behaviours.
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

- **Rape**: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration**: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault**: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware 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).
- **Causing someone to engage in sexual activity without consent**: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is Consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)
- a child under the age of 13 can never consent to any sexual activity.
- the age of consent is 16.
- sexual intercourse without consent is rape.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- **sexual comments**, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names.
- **sexual "jokes" or taunting**.
- **physical behaviour**, such as deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature
- **online sexual harassment**. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and semi-nude images and/or videos.

- taking and sharing nude photographs of U18s is a criminal offence. UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people provides detailed advice for schools and colleges.
- sharing of unwanted explicit content
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media o sexual exploitation; coercion and threats, and
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Youth Produced Sexual Imagery

- **'Youth produced'** includes young people sharing images that they, or another young person, have created of themselves.
- **'Sexual'** is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- **'Imagery'** covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

The types of incidents which this covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

As set out in UKCIS Sharing Nudes and Semi-nudes: Advice for Education Settings Working with Children and Young People (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected, to inappropriate, problematic, abusive, and violent. Problematic, abusive, and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). HSB can occur online and/or face-to-face and can also occur simultaneously between the two. When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them. HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their

genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The Response to a Report of Sexual Violence or Sexual Harassment

The initial response to a report from a child is incredibly important. At Bishops' all reports of alleged sexual violence and sexual harassment will be taken seriously. We understand that how we respond can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Decisions are made on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking a leading role and using professional judgement, supported by other agencies, such as local authority children's social care and the police as required.

Those who report sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. Students will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will an alleged victim ever be made to feel ashamed for making a report. ==Alleged perpetrators will also be reassured and supported. Information about the alleged incident will be considered sensitively with consideration of the impact the alleged will have on those involved.== Appendix D outlines possible safeguarding responses which are based on Part 5 Sexual Violence and Sexual Harassment KCSIE 2022. Safeguarding teams are guided by the principles set out in this guidance.

All members of the school community are encouraged to challenge and report all forms of child on child abuse. See below sections for these processes.

f) Initiation/Hazing/Child Exploitation in Gangs and Groups

A child or young person can be exploited (sexually and / or physically) by a gang, but this is not necessarily the reason why gangs are formed. The Office of the Children's Commissioner has defined Child Exploitation in gangs and groups as:

Gangs - mainly comprising men and boys aged 13-25 years old, who take part in many forms of criminal activity (e.g. knife crime or robbery) who can engage in violence against other gangs, and who have identifiable markers, for example a territory, a name, or sometimes clothing.

Groups - involves people who come together in person or online for the purpose of setting up, co-ordinating and / or taking part in the sexual exploitation of children in either an organised or opportunistic way.

Types of exploitation may include using sex as a weapon between rival gangs, as a form of punishment to fellow gang members gaining status within the hierarchy of the gang. Children and young people may be forced to gain entry into the gang by carrying out an initiation process which may be harmful to them and / or may inflict harm to others. Where abuse takes place in a gang environment, female members may perceive the abuse as normal, as well as accepting it as a way of achieving a respected status / title within the gang.

Most youths who want to be gang members must first endure a test or a ritual of initiation. Hazing refers to any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers regardless of a person's willingness to participate. Hazing or initiation ceremonies can take place between peers in order to participate in a group or a gang.

Child on Child Abuse Outside of School

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Child on child abuse impacts on students' wellbeing beyond the school day. Staff, parents and carers, and students must be vigilant to occurrences and incidents outside if school and report and respond according to their responsibilities outlined in this policy.

The Headteacher has a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate students' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

The school has the power to discipline students for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where child on child abuse outside school is reported to school staff, it is investigated and acted on.

In all cases of misbehaviour or child on child abuse members of staff can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on a school trip.

The Headteacher or Safeguarding Team are responsible for determining whether it is appropriate to notify the police of the action taken against a student.

Derogatory Language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored. If appropriate follow up sanctions and actions will be taken for students and staff found using such language.

Challenge

We use a range of measures to challenge child on child abuse, including:

- Our school vision which is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- Regularly seeking the views of students on issues concerning them and using these to reflect on practice and procedures in school
- Using a student-friendly version of the policy to ensure that all students understand and know how to seek support and report all forms of child on child abuse (Appendix B).

- Through a variety of planned activities and time across the curriculum where students are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Diversity, difference and respect for others is promoted and celebrated through various lessons, form times and assemblies. The Lessons for Life and ICT programmes of study include opportunities for students to understand about different types of child on child abuse. It also includes opportunities for students to learn to value themselves, value others and appreciate and respect difference.
- Our curriculum principles which explicitly reference the importance of inclusivity, dignity and respect.
- Giving students opportunities to take a lead in mentoring and supporting other students with positive relationships through student leadership opportunities and extra-curricular clubs.
- All staff members receiving training on identifying and dealing with the different types of child on child abuse.

Reporting and Recording

Staff will be alert to the following signs that may indicate a student is a victim of child on child abuse (this list is not exhaustive)

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in schoolwork
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Self-harm
- Becoming short tempered
- Change in behaviour and attitude

Although the signs outlined above may not be due to child on child abuse, they may be due to deeper social, emotional, or mental health issues, so are still worth identifying and monitoring.

In addition, staff will be aware of the potential factors that may indicate a person is likely to be a perpetrator of child on child abuse. If staff become aware of any factors that could lead to abusive behaviours, they will notify the student's form tutor or a member of the pastoral/SEND team, who will investigate the matter and monitor the situation.

Investigation

When investigating a child on child abuse incident, Pastoral leaders will investigate any disclosure thoroughly. This may involve actions over a period of days in school and is likely to involve several of the following:

- All students cited in a disclosure will meet with a member of staff and report forms will be completed as required
- Viewpoints forms will be completed by other students. This can include friends of the students involved in the incident or events, but it may also extend to students who may be judged by pastoral leads to be independent
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- Seeking information from teachers
- Seeking information from parents
- Establishing a timeline of events, including reviewing previous events and considering whether they now form part of the current sequence being investigated
- Supporting the alleged perpetrator and alleged victim
- If a student is injured, members of staff may seek medical assistance from a First Aider for a medical opinion on the extent of their injuries

Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Some forms of child on child abuse are illegal and should be reported to the police. These include violence or assault, theft, repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages, hate crimes. The Safeguarding team will report incidents to the police where, in our professional judgement, school has been or will be unable to secure an appropriate resolution for an incident or sequence of events. Parents and students retain the right to report any incident to the police that they believe should be reported. We will always work closely with police, taking direction from them where appropriate.

Further to government advice and the law, Ofsted requires that schools keep records of particular categories of incidents. All investigations of child on child abuse will be recorded in CPOMS.

Support

We use a range of measures to support those affected by child on child abuse, including:

- All reported instances of child on child abuse being investigated by a member of staff.
- Identified members of staff to support the alleged perpetrator and alleged victims.
- Seating plans being organised and altered in a way that prevents instances of child on child abuse
- Potential victims of bullying being placed in working groups with other students who do not abuse or take advantage of others.
- Stereotypes being challenged by staff and students across the school.
- A safe place, supervised by a teacher, being made available for students to go to during free time if they feel threatened or wish to be alone. This includes the pastoral hub, SEND and Sanctuary Space.
- The teacher supervising the area speaking to students to find out the cause of any problems and communicating to relevant staff where necessary.
- Students deemed vulnerable, meeting with their form teacher or a member of the pastoral/SEND team regularly to ensure any problems can be actioned quickly.
- Form teachers and the pastoral/SEND team offering an 'open door' policy allowing students to discuss child on child abuse, whether they are victims or have witnessed an incident.
- Before a vulnerable student joins the school, the student's form teacher and a member of the pastoral/SEND team developing a strategy to prevent child on child abuse from happening – this includes giving the student a buddy to help integrate them into the school. In extreme cases this might involve input from the Safeguarding Team.
- The school being alert to, and addressing, any mental health and wellbeing issues amongst students.

Restorative Strategies

The nature of child on child abuse means that every incident is different. Pastoral Leaders will use their judgement to select appropriate strategies and actions to resolve an incident. These may include some of the following:

- Immediate action to secure a student's safety
- Positive reinforcement to a victim that disclosure was the right decision
- Sympathy and empathy
- Speaking to children separately and agreeing future actions and behaviour
- Risk assessments
- Appropriate sanctions
- Restorative conversations
- Offer a mentor
- Informing and / or meeting parents
- Additional supervision or monitoring of a student or students for a period of time.
- Asking relevant staff to monitor a situation and report any further concerns
- Referral to school nurse or other agency
- Ensuring the needs of the victim are met
- Consideration of and actions to meet the needs of students who have been found to be perpetrators
- Adjustments/alterations to provision

Ongoing Support

The school realises that child on child abuse may be an indication of underlying mental health issues. Alleged perpetrators may be offered pastoral support sessions, to assist with any underlying mental health or emotional wellbeing issues. Parents are notified and updated as required.

Ongoing monitoring and support for those involved from pastoral teams might include an informal discussion, Tutor Improvement or Year Leader Improvement Report with targets related to relationships, meeting with parents, review of seating plans, referral to school nurse or other services, Sanctuary or time out pass

The alleged victim is encouraged to tell a trusted adult in school if abuse is repeated.

In cases where the effects of child on child abuse are so severe that the student cannot successfully reintegrate back into the school, the Headteacher and Safeguarding Team will look to transfer the student to another mainstream school or consider alternatives

In summary:

Students who have been alleged victims may be supported in some of the following ways:

- Being listened to
- Having an immediate opportunity to meet with their form tutor, Pastoral/SEND team or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered pastoral support
- Referrals to wider agencies, where appropriate

Students who have been alleged perpetrators may be supported in some of the following ways:

- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Receiving a consequence for their actions
- Appropriate assistance from parents
- Being offered pastoral support
- Referrals to wider agencies

Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.

Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The Safeguarding Team will adhere to the following rules when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to the Integrated Access and Referral Team (I-ART).
- Reports that allege a criminal offence will be passed to the police.

Key Principles

- Unpleasantness from one student towards another is always challenged, and not ignored. If staff are in any doubt, they will speak to a member of the pastoral/SEND or the Safeguarding Team.

- Staff act immediately when they become aware of child on child abuse, this applies to all staff, not solely teaching staff.

- Victims will always be taken seriously, reassured, supported and kept safe.

- Follow-up support is given to both the victim and perpetrator in the months following any incidents, to ensure ongoing support.

- Staff always respect students' privacy, and information about specific instances of child on child abuse are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.

Websites and Further Support

The following can be found on the student and parent dashboard

- https://www.bullying.co.uk/
- https://anti-bullyingalliance.org.uk/
- https://www.childline.org.uk/info-advice/bullying-abuse-safety/
- https://www.saferinternet.org.uk/
- https://www.nspcc.org.uk/
- https://www.ceop.police.uk/Safety-Centre/

Appendices

Appendix A – Key Staff and their Roles/Contact Details

Pastoral Team		
Role	Name	Contact email
Head of Sixth Form and Deputy Designated Safeguarding Lead	Mr A Owen	Aowen@bishopschester.co.uk
Deputy Head of Sixth Form	Miss C Foster	cfoster@bishopschester.co.uk
Pastoral Support Officer for Year 7	Mrs J Evans	jevans@bishopschester.co.uk
Pastoral Support Officer for Year 8	Mrs S Gilmore	sgilmore@bishopschester.co.uk
Pastoral Support Officer for Year 9	Mrs C Abbinnett	cabbinnett@bishopschester.co.uk
Pastoral Support Officer for Year 10	Mrs L Livesy	llivesy@bishopschester.co.uk
(Senior) Pastoral Support Manager Pastoral Support Year 11 Deputy Designated Safeguarding Lead	Mrs L Evans	levans@bishopschester.co.uk
Attendance Officer	Miss Kim Ravenscroft	kravenscroft@bishopschester.co.uk
SEND Team		
Role	Name	Contact email
SENCO	Mrs Sarah Greenhalgh	sgreenhalgh@bishopschester.co.uk
Senior Leadership		
Deputy Headteacher and Designated Safeguarding Lead	Miss Helen Cairns	hcairns@bishopschester.co.uk
Deputy Headteacher	Mrs Cathy Robbins	crobbins@bishopschester.co.uk
Headteacher	Mr Ian Wilson	iwilson@bishopschester.co.uk

Appendix B – Dignity and Respect Report Form

Dignity & Respect

Student statement

Dignity & Respect

For you formed my inward parts; you knitted me together in my mother's womb. Psalm 139:13

"Love your neighbour as yourself." There is no commandment greater than these.' Mark 12:30-31

Details of incident (staff to complete)

Child on child abuse – underline or circle incident category

- Bullying (including cyberbullying, racist, gender, religious, homophobic, disablist)
- Physical abuse
- Sexual violence
- Sexual harassment
- Non-consensual sharing of images/videos
- Up- skirting
- Exploitation
- Other (please specific)

Actions arising – check list

Report

- Investigation completed
- Statements from staff/students completed dated and signed
- Parents informed
- Records updated

Support

- Student leaflet shared
- Online support highlighted
- Safe spaces indicated
- Restorative approaches considered

Any further actions

Name/Year group of student completing the form

Role in incident (witness/alleged victim/alleged perpetrator)

"Love your neighbour as yourself." There is no commandment greater than these.' Mark 12:30-31

Details of incident		
Date:	**Time:**	**Place:**
Details of incident:		
Witnesses:		
What did you do?		
Student signed	Staff signed with any further details about completion of incident report	

"Love your neighbour as yourself." There is no commandment greater than these.' Mark 12:30-31

Appendix C – Dignity and Respect Student Version

Challenge, report, support

It might be hard for you to know if you are being abused and you might not understand it is happening. It is important you can recognise when behaviour isn't appropriate. It's also important that you can notice when someone else might be being abused and challenge this, report it to a trusted adult in order for all involved to be supported.

You should **never**:

- Ignore the abuse without reporting it.
- Respond to abuse with violence or aggression.
- Continue to allow people to abuse you.
- Allow the abuse to change who you are.

Always remember that if you are being abused, it is not your fault, and you are never alone .

Support and resources are available on the student dashboard, these include

https://www.bullying.co.uk/
https://anti-bullyingalliance.org.uk/
https://www.childline.org.uk/info-advice/bullying-abuse-safety/
https://www.saferinternet.org.uk/
https://www.nspcc.org.uk/
https://www.ceop.police.uk/Safety-Centre/

We can all show respect and dignity by working together following *'Love your neighbour as yourself.'* Matthew 22:39. This means that

- We understand how we should treat others how we wish to be treated
- We help others when they are in need.
- We show love and are kind, friendly and respectful to ourselves and others.
- We think about people's feelings before we say or do something.
- We talk to someone when we are worried.
- We understand that abuse is never OK and it is serious. It is not funny, or part of growing up.

Dignity & Respect

Dignity and Respect for All

At **Bishops' Blue Coat High School**, we believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. We promote tolerance, cooperation, and an understanding that a school community will have diversity amongst all its members. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Sometimes we don't know if something bad is happening, so you need to tell us.

What is child-on-child abuse?

This is someone who might be your friend, a student at school with you, or another young person you may know. **Abuse** is something which usually physically or emotionally hurts another person by using behaviour that is meant to scare, hurt or upset the victim, or decrease their self-worth.

Child-on-child abuse can happen inside and outside of school – It can happen online, or in-person and it is important to let someone know if you think that you or someone else is being affected by child–on-child abuse. Child-on-child abuse can include the following **bullying, physical abuse, domestic abuse, sexual violence, sexual harassment, sharing semi-nude/nude images, exploitation in gangs and groups.**

1) Bullying

There is no legal definition of bullying. At Bishops' "bullying" is defined as:

"behaviour by an individual or group, usually repeated over time, with the intention of verbally, physically, or emotionally harming another person or group'.

Bullying is not always done by one person and can often involve a group of people 'ganging up' on someone – if you ever see someone being bullied, never join in and always report it. The school does not tolerate any form of bullying and all reports of this form of abuse will be taken extremely seriously. This can take the following forms;

Emotional	**Physical**	**Verbal**
Racist	**Homophobic, biophobic, transphobic**	
Sexist	**Cyberbullying**	

2) Sending nudes/semi nude images

Sending sexually explicit pictures, videos or messages via social media, text, gaming platforms and streaming sites – they can sometimes be called 'nudes', 'nude pics', but can also be sexually explicit messages. Pressuring someone into sending these pictures, videos and messages is abuse.

Sharing nude images or videos of or with people under the age of 18 is illegal even if consent is given. This is also highlighted in our E– safety policy.

Consent means that someone has given another person permission to do something; if consent has not been given for someone to share nude images or videos to another person, it is both abusive and illegal.

3) Sexual harassment and sexual violence

Sexual harassment is a form of abuse which involves unwanted sexual behaviour of one person to another which makes the victim feel uncomfortable, intimidated, degraded, objectified or violated. This can happen online and face-to-face (both physically and verbally) and is never acceptable at any age. It could be:
- Someone making sexual comments, inappropriate sexual language around someone, calling someone sexual names, sexual jokes or teasing.
- Being physical, like touching which makes someone feel uncomfortable, messing with their clothes, or showing pictures or drawings which are of a sexual nature.
- Being sexual online, like sharing sexual pictures and videos, or posting sexual comments on social media.
- Sexual threats or pushing someone to do something sexually that they don't want to or aren't ready for.
- Sexual violence or abuse or assault

4) Exploitation—gangs and groups

Child exploitation is when an abuser takes advantage of a young person for their own personal gain. This can take many forms, including sexual exploitation or forcing the child to commit crime. Exploitation can often taken place in groups or gangs. This is where individuals feel pressured to act in order to be accepted into a group or a gang. This can involve individuals completing a test, ritual or initiation, holding or selling drugs, hurting others or any actions aimed at gaining 'respect' or 'trust; from members of the group. Exploitation often involves an imbalance of power where the person being exploited is being treated unfairly and others are gaining from their actions. There is frequently an imbalance of power and pressures from others in the group to act in a certain way.

5) Physical abuse

Physical abuse can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (these are just some examples). This can be a one off incident and doesn't need to be repeated for it to be considered as an example of peer-on-peer abuse.

Relationships

Any relationship you have should be positive and make you feel safe, happy and comfortable. Positive relationships are those where you can be honest with the person, trust them, you can say how you feel and you support each other.

A negative relationship might make someone feel scared, confused, worried and even unsafe, you might feel pressured to do things you don't want to, scared of them or experience them getting angry, threatening you trying to control or harm you.
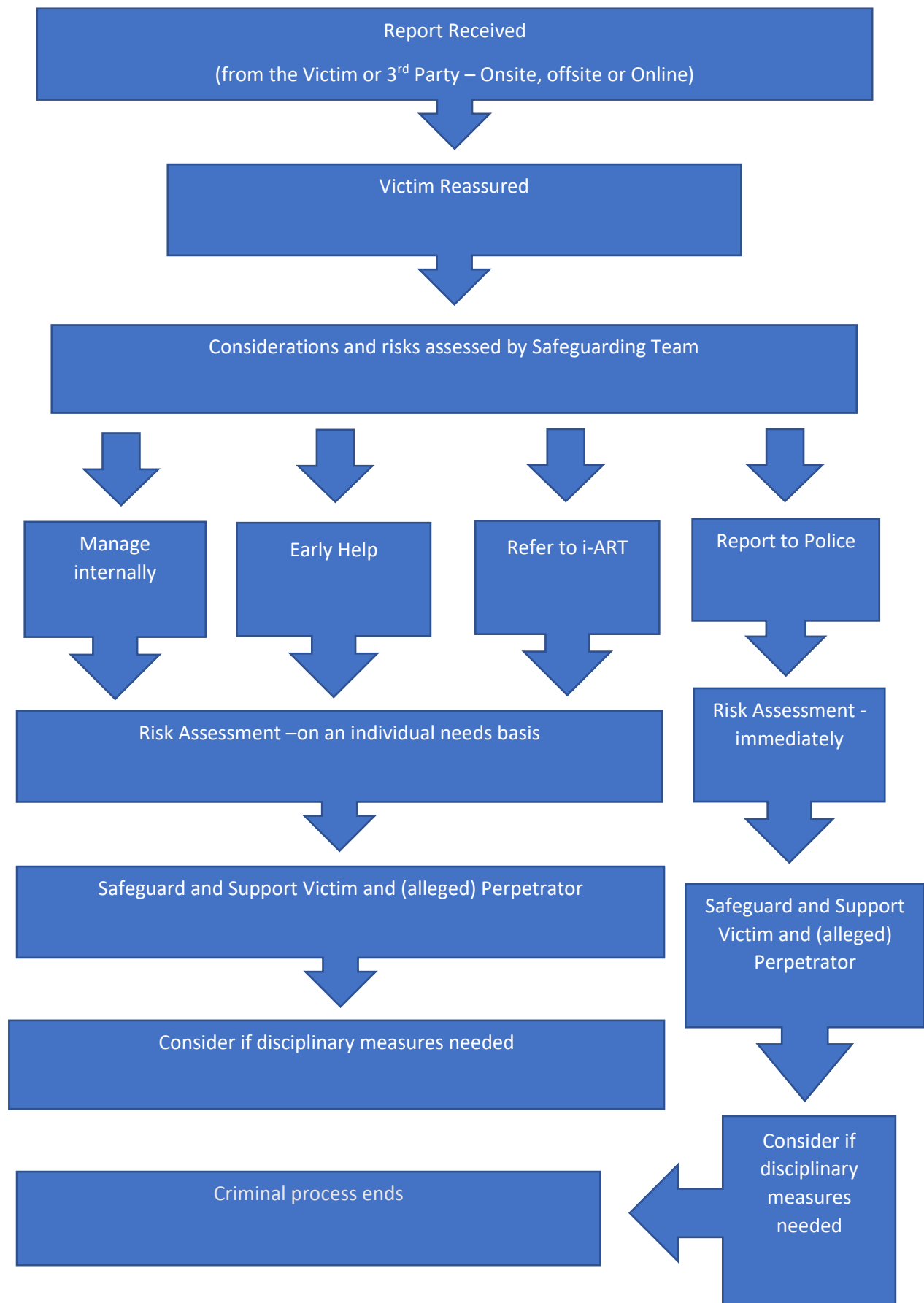
Challenge, report, support

It is important that we all challenge abuse, report it and support victims, perpetrators and witnesses but also support wider awareness about the reasons why people become abusers or victims of abuse. There are a number of sources of support available to you. These include

- Pastoral support via form tutor, pastoral hub, or any trusted adult in school

- Student dashboard to access links to support including NSPCC, Kooth, Childline

Appendix D - Sexual Violence and Sexual Harassment Flow Chart
from Safeguarding Children in Education Partnership 2022
*Source – Sexual violence and sexual harassment between children in schools and colleges (DFE, 2021)

Report Received

(from the Victim or 3rd Party – Onsite, offsite or Online)

↓

Victim Reassured

↓

Considerations and risks assessed by Safeguarding Team

↓ ↓ ↓ ↓

Manage internally → Early Help → Refer to i-ART → Report to Police

↓ ↓ ↓ ↓

Risk Assessment –on an individual needs basis

Risk Assessment - immediately

↓

Safeguard and Support Victim and (alleged) Perpetrator

Safeguard and Support Victim and (alleged) Perpetrator

↓

Consider if disciplinary measures needed

Consider if disciplinary measures needed

↓

Criminal process ends

Further information for schools

Victim reassured

- Taken seriously and kept safe, never be given an impression they are creating a problem
- Confidentiality not promised
- Listen to victim non-judgementally
- Record the disclosure (facts as reported)
- Two staff present (if appropriate) – one being the DSL or reported to the 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 62)
- Parents of victim informed, unless this would put victim at greater risk.

If the victim is over 18, discuss how they want to be supported and by whom, whether they want you to support to share with their parents, whether they want to report a crime and provide them with support agency contacts (e.g. RASASC, SARC) which you can support them to contact. Again, can be still lawfully share in order to protect child from harm and to promote the welfare of children (see Sexual Violence and Sexual Harassment, paragraph 62)

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

Supporting the (alleged) Perpetrator

- Inform parents of alleged perpetrator – advise of any referrals that need to be made
- If appropriate, ask alleged perpetrator about the incident
- Remove alleged perpetrator from any shared lessons with victim (this is a neutral act, not an assumption of guilt).
- Ensure they have a trusted adult in your setting to provide support.

Considerations

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)

Immediately: consider how to support the victim and the alleged perpetrator.

- Wishes of the victim and parents/carers
- Nature of the alleged incident
- Are external support services required e.g. SARC, RASAC
- Ages of the children
- Development stage of the children
- Any power imbalance
- One off, or part of a pattern of behaviour
- Any on-going risks to victim, alleged perpetrator and others

- Other related issues and wider context (e.g. Exploitation, contextual safeguarding)

Manage internally

One-off incidents which the school/college believes that the young people are not in need of early help or statutory intervention, which would be appropriate for the setting to manage internally under the behaviour and/or anti-bullying policy.

Early Help

Non-violent harmful sexual behaviours (see Harmful Sexual Behaviours Framework, (NSPCC)) or refer to Brook Traffic Light Tool if trained. Also consider if a TAF is needed to identify unmet needs and support the young people involved.

Refer to i-ART

All incidents where a child or young person has been harmed, is at risk of harm or is in immediate danger. Children's social care will support with next steps.

NB - Where a victim is 18 or over, consideration needs to be given as to whether they would be considered a vulnerable adult and therefore a referral to adult services would be appropriate.

Report to Police

All incidents of rape, assault by penetration or sexual assault (including if alleged perpetrator is 10 or under). Discuss next steps with police, for example: disclosing information to other staff, informing alleged perpetrator and their parents.

Risk assessment

1. **Immediately** (when reported to police) – Do not wait for the outcome of the report to police before protecting victim. Emphasis should be on victim being able to continue normal routine.
   Alleged perpetrator to be removed from any classes with the victim (also consider shared spaces and journey to/from school. NB - this is not a judgement of guilt and safeguards should be considered as above, for the alleged perpetrator.
2. **Individual needs basis** – (see paragraphs 69 and 70 – Sexual Violence and Sexual Harassment between children in schools or colleges, (DFE 2021)).

All risk assessments should be completed as a multi-agency, where possible, (consider which agencies are currently working with either victim or alleged perpetrator) and shared with parents and victim or alleged perpetrator to ensure they are adhered to. You should not delay putting together a risk assessment if other agencies are not initially available in order to safeguard all involved and the school community, but this should be reviewed as a multi-agency as soon as possible.

Risk assessments should be regularly reviewed and adjusted as appropriate.

Safeguard and support Victim and alleged perpetrator

Identify and signpost to relevant support agencies e.g. RASASC

Disciplinary measures taken

Refer to setting's own behaviour and/or anti-bullying policy.

If reported to police, disciplinary measures may be undertaken based on balance of probabilities, unless prejudicial or unreasonable. Ensure actions do not jeopardise the investigation. Setting to work closely with police and/or other agencies.

Criminal process ends

Conviction or caution - follow your setting's behaviour policy. If the pupil remains in school, make clear your 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.

Supporting Guidance

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)](www.gov.uk)

[Statutory guidance overview: Keeping children safe in education - GOV.UK (www.gov.uk)](www.gov.uk)