

HONYWOOD SCHOOL

Responding to Child-on-Child Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

Policy and Procedures · 2026 / 2027

Compliant with Keeping Children Safe in Education 2026 (Part five)

Approved by the Governing Body	September 2026
Date implemented	1 September 2026
Next review date	September 2027 (or sooner if statutory guidance changes)
Read in conjunction with	Safeguarding & Child Protection Policy; Behaviour Policy; Exclusions Policy; Online Safety Policy; RSE & Health Education Policy
Statutory basis	Keeping Children Safe in Education 2026, Part five

Key safeguarding personnel

Every report of harmful sexual behaviour, sexual harassment or sexual violence is led by a Designated Safeguarding Lead (or a Deputy). There is always a DSL or Deputy available to staff during term time.

Role	Name	Contact
Designated Safeguarding Lead (DSL)	Daniel Smith Assistant Headteacher	dsmith@honywoodschool.com
Designated Safeguarding Lead (DSL)	Kerry Nichols	knichols@honywoodschool.com
Deputy / Alternate DSL	James Saunders Headteacher	jsaunders@honywoodschool.com
Deputy / Alternate DSL	Scott Caygill Deputy Headteacher	scaygill@honywoodschool.com
Deputy / Alternate DSL	Jo Hickford Deputy Headteacher	jhickford@honywoodschool.com
Safeguarding Link Governor	Mel Cork	mcork@honywoodschool.com

Zero tolerance — the core principle of this policy

Sexual violence and sexual harassment are never acceptable and will not be tolerated. They are never dismissed as 'banter', 'having a laugh', 'part of growing up' or 'boys being boys'.

Every report is taken seriously, is managed as a safeguarding matter, and is led by a DSL. Victims are reassured they are being taken seriously and will be supported and kept safe.

If a child is in immediate danger, call 999. Report every concern to a DSL the same day and record it on CPOMS.

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1. Introduction and scope

Honywood School is determined to provide a safe and nurturing environment for all learners. This policy sets out how we prevent, identify and respond to all signs, reports and concerns of harmful sexual behaviour (HSB), child-on-child sexual harassment and sexual violence, whether they occur inside school, outside school, or online. It gives effect to Part five of Keeping Children Safe in Education 2026 (KCSIE 2026) and should be read in conjunction with the Safeguarding and Child Protection Policy, the Behaviour Policy, the Exclusions Policy, the Online Safety Policy and the RSE and Health Education Policy.

It is normal for children and young people to display sexualised behaviour as they develop, and behaviour must always be understood in the context of the child's age and stage of development. However, sexualised behaviour between children that has become inappropriate, problematic, abusive or violent is harmful and is not tolerated. We recognise that children are both vulnerable to, and capable of, abusing their peers, and that all staff must maintain an attitude of 'it could happen here'. Every allegation of child-on-child sexual abuse is treated as a safeguarding concern and managed in line with this policy, with advice and support sought from other agencies as appropriate.

Where a concern of a sexual nature involves an adult (a member of staff, volunteer or contractor), it is managed under the allegations procedures in the Safeguarding and Child Protection Policy and not under this policy.

2. Legal and statutory framework

This policy is written to comply with Part five of KCSIE 2026 and reflects the wider body of national law and guidance that governs sexual offences, online harms and the safeguarding of children. Staff do not need to be lawyers, but should understand that much harmful sexual behaviour is potentially criminal. The following framework applies:

- **Keeping Children Safe in Education 2026 (Part five)** — the statutory guidance on responding to child-on-child sexual harassment and sexual violence.
- **Sexual Offences Act 2003** — defines the offences of rape, assault by penetration, sexual assault, and causing a person to engage in sexual activity without consent; sets the age of consent at 16 and provides that a child under 13 can never consent; and creates the 'position of trust' offences for adults.
- **Voyeurism (Offences) Act 2019** — makes 'upskirting' a specific criminal offence.
- **Protection of Children Act 1978 and Criminal Justice Act 1988** — make it a criminal offence to make, possess or distribute indecent images of a child under 18, including 'pseudo-photographs' and AI-generated images.
- **Online Safety Act 2023** — creates offences of cyberflashing (sending an unsolicited sexual image) and of sharing, or threatening to share, intimate images without consent, and places duties on platforms to tackle illegal and harmful content.
- **Domestic Abuse Act 2021** — recognises that sexual violence and harassment can take place within children's own intimate (teenage) relationships.
- **Equality Act 2010** — protects children from harassment and discrimination related to a protected characteristic, and places a Public Sector Equality Duty on the school.
- **Malicious Communications Act 1988 and Communications Act 2003** — make it an offence to send grossly offensive, indecent or menacing messages by electronic means.
- **Crime and Policing Act 2026** — part of the evolving legal framework strengthening protections for children, to which the school has regard.
- **UKCIS 'Sharing nudes and semi-nudes: advice for education settings' and DfE 'Searching, screening and confiscation'** — govern how the school responds to image-based incidents.

Recent and emerging legislation continues to address AI-generated and ‘deepfake’ sexual imagery. Where an image depicts a child, it is already illegal regardless of how it was created. Where images of adults are involved, the creation and non-consensual sharing of intimate images are addressed by the Online Safety Act 2023 and subsequent measures. Staff treat all such incidents as safeguarding matters and never attempt to judge the law themselves — they report to a DSL.

3. Key definitions

Harmful sexual behaviour (HSB)

‘Harmful sexual behaviour’ is the widely used umbrella term for developmentally inappropriate sexual behaviour displayed by children, whether online, face-to-face, or both. HSB is always considered within a child protection context. Children’s sexual behaviour exists on a continuum, ranging from normal and developmentally expected, through inappropriate and problematic, to abusive and violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage.

When assessing HSB, the ages and developmental stages of the children involved are critical. Sexual behaviour may be considered harmful where there is a significant age difference (typically more than two years), or where one child is pre-pubescent and the other is not — although a younger child may also abuse an older child, particularly where they hold power over them (for example through disability or physical size). HSB can progress on a continuum, so early intervention — including challenging inappropriate behaviour such as misogyny — can help to prevent escalation to sexual harassment or sexual violence. Children who display HSB have often experienced their own abuse or trauma and require appropriate support.

Sexual harassment

Sexual harassment means unwanted conduct of a sexual nature that can violate a child’s dignity, make them feel intimidated, degraded or humiliated, or create a hostile, offensive or sexualised environment. It can occur online and offline, inside and outside school. Examples include (this list is not exhaustive):

- sexual comments — telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance, or using sexualised names;
- sexual ‘jokes’ or taunting;
- physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, or behaviour that may cross into sexual violence — grabbing bottoms, breasts or genitalia, pulling down trousers, flicking bras and lifting up skirts;
- displaying pictures, photos or drawings of a sexual nature;
- upskirting (a criminal offence); and
- online sexual harassment — the consensual or non-consensual sharing of nudes and semi-nudes (including AI-generated images), sharing unwanted explicit content, sexualised online bullying, unwanted sexual messages, and coercing others into sharing images or performing acts online.

The escalatory nature of misogyny and misandry is recognised: left unchallenged, sexual harassment can normalise inappropriate behaviour and increase the risk of sexual violence.

Sexual violence

Sexual violence refers to the following specific offences under the Sexual Offences Act 2003:

- **Rape** — a person intentionally penetrates the vagina, anus or mouth of another with his penis, the other person does not consent, and there is no reasonable belief in consent.

- **Assault by penetration** — a person intentionally penetrates the vagina or anus of another with a part of the body or anything else, the penetration is sexual, the other person does not consent, and there is no reasonable belief in consent.
- **Sexual assault** — a person intentionally sexually touches another without consent and without reasonable belief in consent. This covers a very wide range of behaviour — a single act of kissing, or touching someone's bottom, breasts or genitalia without consent, can constitute sexual assault.
- **Causing someone to engage in sexual activity without consent** — for example forcing someone to strip, to touch themselves sexually, or to engage in sexual activity with a third party.

Consent — what staff must understand

Consent is about having the freedom and capacity to choose. It can be given to one sort of activity but not another, and can be withdrawn at any time.

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.

It is essential to differentiate between consensual activity between children of a similar age and behaviour involving any power imbalance, coercion or exploitation. In any case of doubt, the DSL leads the response and seeks expert advice.

4. A culture of zero tolerance and prevention

Effective safeguarding against HSB begins with prevention and a whole-school culture in which sexual harassment and sexual violence are never tolerated and children are confident to report. We recognise that the absence of reports does not mean HSB is not happening — it may simply not be being reported — so we work continually to build a culture in which children speak up and are heard.

Preventative education

Education about healthy and respectful relationships is central to our PSHE and RSE programme, delivered from Cohort 7 through to Cohort 11, with consent running throughout. Our curriculum covers healthy and respectful relationships and what respectful behaviour looks like; consent and how it can be withdrawn; gender roles, stereotyping, equality and protected characteristics; body confidence and self-esteem; prejudiced behaviour, including sexism, misogyny and misandry; what constitutes harmful sexual behaviour and that it is never acceptable; the importance of reporting concerns — including low-level incidents — and telling a trusted adult; and how to raise and report concerns. We use quality-assured resources, including PSHE Association-approved materials, and reinforce these messages across the wider curriculum and behaviour system to create a culture of zero tolerance.

Reporting systems and staff training

The school has clear, well-promoted and accessible systems that enable children to report abuse confidently, knowing they will be taken seriously. All staff receive annual safeguarding training, including the nature and prevalence of HSB, how to receive a disclosure, and how to support those who report. The DSL's and Deputies maintain a good working knowledge of HSB, including the continuum of behaviour and local specialist support, so the school can respond calmly and consistently.

Working with parents and carers

We work in partnership with parents and carers so they understand the nature and effects of harmful sexual behaviour, the likely indicators, and what to do if they suspect child-on-child sexual abuse. We signpost trusted sources of information, including the NSPCC, the Lucy Faithfull Foundation / Stop It Now, and CEOP.

5. Who is affected — understanding vulnerability

HSB, sexual harassment and sexual violence can occur between children of any age and sex, from primary through to secondary and beyond, and can involve a group towards an individual, or an individual towards a group. While every report is taken equally seriously, staff are aware that:

- girls are more likely to be the victims of sexual harassment and sexual violence, and boys more likely to be the perpetrators — but victims and perpetrators can be of any sex;
- children with disabilities or SEND are around three times more likely to be abused than their peers, and may face additional barriers to being heard;
- children may face additional barriers to disclosure related to disability, sex, ethnicity or sexual orientation, and may disclose indirectly or through changes in behaviour rather than in words;
- sexual violence and harassment can take place within children's own intimate relationships, and can be linked to wider contextual harms such as child sexual exploitation (CSE) and child criminal exploitation (CCE).

6. Responding to a report — the immediate response

The way the school first responds to a report is critically important: a supportive, respectful response empowers victims to come forward, whereas a poor response discourages disclosure. All victims are reassured that they are being taken seriously — regardless of how long it has taken them to come forward — and that they will be supported and kept safe. Abuse that happens online or outside school is treated with equal seriousness. A child is never made to feel they are causing a problem or should feel ashamed for reporting.

When a child makes a report, staff will:

- listen carefully and without judgement, reflect back using the child's own language, and reassure the child;
- ask only open, non-leading questions (where, when, what) — staff may ask whether the child has been harmed and the nature of that harm, but do not investigate or interrogate;
- not promise confidentiality, and explain clearly that the report will need to be shared with a DSL to keep the child safe, and who it will be shared with;
- where possible, manage the report with two members of staff present (preferably one being a DSL or Deputy);
- make a written record as soon as possible, recording only what the child says, without interpretation or opinion — these notes may be used in statutory assessments or criminal investigations;
- handle any online element carefully — never viewing or forwarding an illegal image of a child, and, where appropriate, confiscating a device to preserve evidence for the police, in line with the 'Searching, screening and confiscation' and UKCIS guidance;
- inform a DSL as soon as practically possible; if a child is in immediate danger, call 999 first.

A DSL (or a Deputy) leads the school's response, holds the fullest safeguarding picture, and makes decisions on a case-by-case basis using professional judgement, supported by children's social care and the police as needed.

7. Confidentiality and anonymity

Staff never promise confidentiality, as it is highly likely to be in the victim's best interests to seek advice from others and engage the right agencies. Only essential staff and agencies are involved — those directly supporting the child or participating in an investigation. Where a victim requests confidentiality, there are no easy answers; a DSL balances the victim's wishes against the duty to protect them and other children. Even without consent, information may be shared where there is a lawful basis under UK GDPR (for example the 'public task' basis), and a DSL will consider informing parents or carers (unless doing so increases risk), referring to children's social care where a child is at risk of harm, and reporting crimes such as rape, assault by penetration or sexual assault to the police. Where a referral is made against the victim's wishes, the decision is explained to them with care and specialist support is offered.

The school takes reasonable steps to protect the anonymity of all children involved, carefully considering which staff need to know. Where an allegation is progressing through the criminal justice system, the school is mindful of the importance of anonymity and witness support. We are alert to the impact of social media, which can spread rumour and compromise a victim's identity, and will act — linking with agencies where necessary — where this affects our ability to manage a report and support the children involved.

8. Risk and needs assessment

Following a report of sexual violence, a DSL (or a Deputy) carries out an immediate risk and needs assessment. For a report of sexual harassment, the need for a risk assessment is considered on a case-by-case basis. The assessment considers:

- the victim's safety and support needs;
- any other potential victims;
- the alleged perpetrator(s);
- the wider school community, including staff and pupils, and any actions appropriate to protect them from the alleged perpetrator(s) or from future harm; and
- the location and time of the incident, with steps to improve safety in that area.

Risk and needs assessments are recorded (see the template at Appendix A), regularly reviewed, and used to inform ongoing safeguarding decisions; wherever appropriate, the affected children and their parents or carers are invited to contribute. Where sexual violence is reported, professional risk assessments by social workers or sexual violence specialists are likely to be required — the school's assessment does not replace these, but is informed by them and updated accordingly. The school does not wait for the start or outcome of a statutory investigation before acting to protect the victim and other children, while taking care not to jeopardise that investigation.

9. Options for managing a report — the four scenarios

Every report is considered on a case-by-case basis and led by a DSL. When and how to inform the alleged perpetrator(s) is considered carefully — where a referral to children's social care and/or the police is being made, a DSL generally consults those agencies first — but the school never delays immediate action to safeguard children. KCSIE 2026 sets out four common scenarios; these are not mutually exclusive, and whichever is chosen, the zero-tolerance principle applies and all concerns, discussions, decisions and their rationale are recorded in writing.

1. Manage internally

For some incidents — such as a one-off incident of HSB or sexual harassment — it may be appropriate to manage the matter internally through the Behaviour Policy and pastoral support, without involving statutory services, while making clear that the behaviour is unacceptable.

2. Community-based early help

The children involved may not need statutory services but may benefit from early help — support provided at an early stage through universal, voluntary and community services. Managing internally and seeking early help are not mutually exclusive: the school may do both, for the victim and the alleged perpetrator.

3. Referral to Family Help / children's social care

Where a child has been harmed, is at risk of harm, or is in immediate danger, the school refers to Essex children's social care. More targeted support may be provided through Family Help (targeted early help and services under s.17 of the Children Act 1989). At the point of referral, the school generally informs parents or carers unless doing so would place the child at additional risk. The school works alongside the lead social worker and refers again if a child remains at risk.

4. Report to the police

Where a report involves a possible crime — such as rape, assault by penetration or sexual assault — a DSL reports to the police (a police referral usually follows a referral to children's social care). The starting principle is to report, even where the alleged perpetrator is under the age of criminal responsibility; in such cases the police take a welfare, rather than a criminal justice, approach. Staff reassure children that the law exists to protect them, not to criminalise them.

10. Assessing behaviour — recognised frameworks

To assess sexual behaviour consistently and proportionately, and to distinguish behaviour that is developmentally normal from behaviour that is harmful, the school draws on recognised, evidence-based frameworks. All HSB is recorded on CPOMS and coded using the Brook Sexual Behaviours Traffic Light Tool.

Brook Sexual Behaviours Traffic Light Tool

Green	Behaviours that are developmentally expected, socially acceptable and reflect healthy curiosity — safe and healthy. Provide reassurance and continue to educate.
Amber	Behaviours that have the potential to be outside safe and healthy, and may be of concern given the age or developmental stage — requires attention, discussion with a DSL and, often, an educational intervention.
Red	Behaviours that are harmful, abusive, coercive or potentially criminal — requires immediate intervention, a DSL-led safeguarding response and referral to external agencies as appropriate.

The continuum of behaviour (Hackett)

The Hackett continuum, referenced in KCSIE 2026, helps staff and the DSL to place behaviour along a spectrum — normal → inappropriate → problematic → abusive → violent — recognising that behaviour can escalate and that early intervention is protective. The school also draws on the NSPCC Harmful Sexual Behaviour framework, and, where specialist assessment is needed, works with services that use recognised tools such as AIM. These frameworks inform, but never replace, the professional risk assessments of social workers and specialists.

11. Sharing of nudes and semi-nudes

The making, possession or sharing of nude or semi-nude images of anyone under 18 is a criminal offence, including images generated using AI; the non-consensual sharing of such images is a further offence. Every incident — whether the sharing appears consensual or non-consensual — requires a safeguarding response, with a proportionate approach that considers the age, development and circumstances of the children involved and any element of coercion, exploitation or vulnerability. The school follows the UKCIS ‘Sharing nudes and semi-nudes’ advice and the ‘Searching, screening and confiscation’ guidance. Staff will never view an illegal image of a child unless absolutely unavoidable in exceptional circumstances, and will never forward one; where necessary, a device is confiscated and passed to the police to preserve evidence.

Aggravated incidents

Where there is any aggravating factor — pressure or coercion to share, a power or age imbalance, intent to harm, sharing without consent, or adult involvement — the incident is always reported to the police and children’s social care, a risk and needs assessment is completed, and support is provided to the victim and, as appropriate, the alleged perpetrator.

Experimental incidents

The law was created to protect children, not to criminalise them, and the DfE is clear that schools should avoid the ‘unnecessary criminalisation’ of children. Where sharing is assessed as experimental — mutually consensual, with no power or age imbalance and no intent to harm — and a DSL is satisfied there is no abusive or aggravating element, the school may respond without involving the police, supporting the children to inform their parents (unless that would place them at risk) and providing advice and guidance to stop the behaviour. Where there is any doubt, the matter is referred to the police, in the knowledge that they too will not seek to criminalise children where an incident is confirmed as experimental. Children can also use the Childline/IWF ‘Report Remove’ tool to have images removed.

12. Incidents in school, outside school and online

HSB, sexual harassment and sexual violence can happen anywhere, and every report — whether it relates to something that happened in school, outside school, or online — is treated with equal seriousness and led by a DSL. When considering the response, a DSL takes into account the victim’s wishes; the nature of the alleged incident and whether a crime may have been committed; the ages and developmental stages of the children; any power imbalance (including disability or learning difficulty); whether the incident was isolated or part of a sustained pattern; the possibility of intra-familial harm and support for siblings; any ongoing risks; and wider contextual concerns such as links to CSE or CCE.

Incidents outside school

The school does not have jurisdiction to investigate incidents that occur outside school — these can only be investigated by the police — but it always listens non-judgementally, reassures the child, informs and supports parents (unless doing so would place a child at risk), supports the family to report to the police and follows police advice, refers to children’s social care, completes a risk and needs assessment, and provides support to both the victim and the alleged perpetrator.

Initial protective steps

Reports of rape or assault by penetration are especially serious. While the school establishes the facts and liaises with children’s social care and the police, the alleged perpetrator(s) is removed from any classes shared with the victim, and the school considers how to maintain a reasonable physical separation across the site, on transport, and on trips. For other reports of sexual violence and harassment, decisions about shared classes and proximity are considered immediately. These steps protect all children involved and are not a judgement on the guilt of the alleged perpetrator.

13. Sanctions, separation plans and managed moves

Sanctions are applied through the Behaviour Policy and Exclusions Policy and are decided on a case-by-case basis, in line with the statutory 'Suspension and permanent exclusion' guidance and having regard to the age and development of the children, the seriousness of the behaviour, and the school's duty to protect all pupils. The zero-tolerance principle means serious harmful sexual behaviour attracts serious consequences, which may include suspension or, in the most serious cases, permanent exclusion — for example where an action causes gross offence to staff or pupils such that continued membership of the school community would be intolerable, or where there is violence that significantly impacts another pupil's welfare.

- Lower-level behaviours are typically addressed through an educational intervention, communication with the parents of both children, and a proportionate sanction, with a DSL determining whether a Risk Assessment Management Plan is needed.
- Repeated or higher-level behaviours may attract a higher sanction, referral to external agencies including the police, a Risk Assessment Management Plan reviewed at least termly, and a separation plan ('contract') to keep the children apart.
- Where the police or CPS decide there are grounds for a trial or caution, the school works with the family of the alleged perpetrator to arrange a managed move, informing the receiving school so support can be put in place and its community safeguarded.
- A police or CPS decision not to charge or caution does not mean an incident did not happen; the school continues to educate and support both children and keeps protective arrangements in place, reviewing them as circumstances change.

All separation and safeguarding arrangements are recorded in the risk assessment, kept under review, and applied in the best interests of all children involved — never as a statement about guilt, which is not for the school to determine.

14. Supporting the child who has experienced HSB

We assess the short- and long-term support a child may need to manage the immediate aftermath of an incident and to recover. The child's existing support network is central to this, and we work with other partners in accordance with the child's wishes and, wherever appropriate, in discussion with parents and carers. Immediate support may include adaptations to the timetable, access to in-school support such as counselling and our wellbeing provision, and steps to protect the child from attention or peer pressure arising from making a report. Arrangements are guided by the risk assessment, shaped with the child and their family, and reviewed regularly. Where needed, we make requests to external mental health, wellbeing or therapeutic services, and link with agencies such as the Internet Watch Foundation to remove inappropriate material online.

15. Supporting the child who has displayed HSB

We have a duty of care to all children, including those who display harmful sexual behaviour, and we recognise that many have experienced their own abuse or trauma. We consider the needs of the child, any risks to their safety, and the multi-agency response needed to support them and their family, guided by the risk assessment and shaped with the child and their parents or carers. Some children may not realise their behaviour has been harmful; we avoid language that makes them feel judged or criminalised and ensure any intervention is at the least intrusive level required to address the behaviour effectively. We apply proportionate sanctions through the Behaviour Policy while providing access to support and, where statutory intervention is not required, early help — which can be particularly effective in addressing non-violent HSB and preventing escalation — alongside in-school wellbeing and counselling support and liaison with external specialist services.

16. Recording, monitoring and review

All reports and concerns of HSB, sexual harassment and sexual violence are recorded on CPOMS as safeguarding concerns, coded using the Brook Traffic Light Tool, and may form part of a statutory assessment by children's social care or another agency. Every record includes a summary of what was said or seen (using the child's own words, and a body map where relevant), the date, time and location, the actions taken, the decisions made and the rationale for them, and any outcomes, and is dated and signed. A DSL monitors patterns and themes across the school to inform preventative education and the wider safeguarding response.

This policy is reviewed at least annually by the Governing Body, and sooner if statutory guidance or the school's circumstances change. It is monitored through the annual safeguarding report, DSL analysis of recorded incidents, pupil voice and surveys, and governor oversight, and links to the Safeguarding and Child Protection Policy, the Behaviour Policy, the Exclusions Policy, the Online Safety Policy and the RSE and Health Education Policy.

Appendix A — Risk Assessment Management Plan (template)

Child-on-child abuse / harmful sexual behaviour. To be completed by a DSL (or a Deputy) following a report, reviewed at least termly, and shared on a need-to-know basis. The affected child(ren) and their parents/carers should be invited to contribute where appropriate.

Learner's name	
Learning group / Cohort	
Assessment completed by	
Date	

Risk identification

What is the foreseeable risk?	
Is the risk potential or actual?	
Who is affected by the risk?	
In which situations does the risk usually occur? (classroom; unstructured time; PE / toilets; transport; trips)	
If the risk arises, who is likely to be harmed, and what kind of harm is likely?	

Risk reduction and management plan

Proactive interventions to prevent risk	
Early interventions to manage risk	
Reactive interventions to respond to risk	
Separation / contact arrangements agreed	
Support offered to the child who experienced HSB	
Support offered to the child who displayed HSB	
External agencies involved	
Agreed by / date	

Communication, training and review

Plan shared with (and method / date)	
Identified staff training needs and provision	

Review: how effective have strategies been? Has the risk reduced or increased?	
Amendments required	
Reviewed by / date of next review	

Appendix B — Key contacts and specialist support

Service	Contact / purpose
Emergency (child in immediate danger)	999
Essex Children and Families Hub / Effective Support	www.essexeffectivesupport.org.uk
Essex priority line (child in immediate danger)	0345 603 7627 (out of hours 0345 606 1212)
Police (non-emergency)	101
NSPCC helpline (professionals / adults)	0808 800 5000 · help@nspcc.org.uk
NSPCC — Harmful Sexual Behaviour framework	Guidance and audit tool for schools
Brook — Sexual Behaviours Traffic Light Tool	brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool
NCA-CEOP Safety Centre	Report online sexual abuse / exploitation
Childline / IWF — Report Remove	Tool for under-18s to report and remove nude images shared online
Internet Watch Foundation (IWF)	iwf.org.uk — removal of indecent images of children
UK Safer Internet Centre — Professionals Online Safety Helpline	0344 381 4772 · helpline@saferinternet.org.uk
Rape Crisis England & Wales / The Survivors Trust	Specialist support for victims of sexual violence
Lucy Faithfull Foundation / Stop It Now	Support re preventing harmful sexual behaviour (parents and professionals)
UKCIS — Sharing nudes and semi-nudes	Advice for education settings on image-based incidents

This policy was rewritten in full to ensure compliance with Keeping Children Safe in Education 2026 (Part five) and the wider legal framework, and approved by the Governing Body in September 2026. It will be reviewed annually, or sooner if statutory guidance or the school's circumstances change.