**School review of processes

Template for schools to review their internal process and response
to child on child abuse disclosures**

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| **School Focus**  | **Details & guidance**  | **Yes/No/Requires focus/improvement**  |
| 1. **Adult language & behaviour used in school**
 | Think about the use of language and behaviour and how this may be viewed by others and the impact this may have on a child  |  |
| 1. **Reporting systems in school**
 | Ensure all staff are aware of all internal reporting systems in school and how to use them  |  |
| 1. **Identify hot spots in school**
 | SLT to identify hot spots on school sites and increase supervision to make it safer (e.g. corridors, playground, toilets, queues)  |  |
| 1. **Understand the drivers behind behaviour**
 | Children and young people are very different from adults and those who display Harmful Sexual Behaviour are a complex group with different needs. In many cases, the origins of childhood sexual behaviour problems are likely to be a combination of abuse experiences, family, social, economic, and developmental factors. Contributing factors may include maltreatment, poor parenting practices, exposure to sexually explicit material or highly sexualized environments, and family violence. It is important to note that, although some children who display HSB may have been sexually abused in their past this is not always the case and should not be assumed. |  |
| 1. **Clear policies on recording all of the incidents**
 | Use common language (Hackett Continuum). Alongside the notion of the continuum of harmful sexual behaviour, the Brook traffic light tool (Brook, 2021) can help professionals to identify levels of concern and provide a prompt for responding proportionately.  |  |
| 1. **Staff training**
 | All staff need to have confidence to respond appropriately and consistently to any concerns. understanding childhood sexual development can help to recognise which sexual behaviours are developmentally typical and identify if a child is displaying behaviour that is problematic or harmful.  |  |
| 1. **Future prevention**
 | Ensure you regularly review your schools response to the management of child-on-child harmful sexual behaviour via learning lesson reviews.  |  |
| 1. **Embed a whole school approach**
 | Safeguarding audit to be completed annuallyTo ensure your overarching safeguarding statement reflects your culture  |  |
| 1. **Embedding Safeguarding and other Polices**
 | Schools have a key role to play in the primary prevention of harmful sexual behaviours via a range of initiatives; provision of quality advice and work with children, young people and their families; and sensitive risk and casework management  |  |
| 1. **Promote healthy relationships through quality and inclusive PSHE & RSE**
 | Schools to ensure PSHE curriculum mapping is in place Incorporate external interventions and inputs into your PSHE offer |  |
| 1. **Focus on a cultural shift**
 | Schools to maintain on-going vigilance with induction of new staff and continue to provide training and support to all staff – including lessons learnt reviews  |  |