

Risk Assessment for Child-on-Child (Peer-on-Peer) harmful sexual behaviours including sexual abuse and harassment

The terms child/young person 1 and 2 are used throughout this document so as to record and assess risks and decisions for both parties remembering they are both children/young people and so as not to label a child or offer any presumption of guilt, pending any investigations.

The person completing should identify each child/ young person within the document so that both parties are considered in any risks identification and mitigating actions planned or taken already.

Each question must be answered for each child/ young person with consideration of both and their wishes.

Consideration will also be given to the wider school community.

Consent for sharing information between parties should be considered and sought where appropriate to do so. This will be determined on a case-by-case basis.

All decisions and actions will be recorded, and where appropriate the relevant agencies should be consulted.

This risk assessment should be reviewed regularly as set out at initial planning and after any completion of intervention or outcome.

A risk assessment should be completed for ALL cases relating to sexual violence or alleged sexual violence. This is defined in law, Sexual Offences Act 2002 as “Criminal acts: rape, assault by penetration and sexual assault”.

The risk assessment should be completed with reference to HIPS procedures, KCSiE, DFE Sexual Violence and harassment in schools and colleges, education setting policies and together with any relevant safeguarding partners or agencies.

The overview of possible offences, which can be found in the appendix, may assist in decision making. It should be noted by all professionals completing this risk assessment, that should any incident lead to investigation and court that this document could be included in court evidence. It should therefore be completed professionally and factually with this in mind.

Person 1:	Person 2:	Additional person/s:
Person completing R/A:		
Date of completion:	Planned review date:	

	What to consider	Set out Decision-making reasons (Q2-18 only)	How does this apply to/ affect person 1?	How does this apply to/ affect person 2?	Actions needed to reduce risk (yes/no) See action grid below for details
1	Brief description of the incident/report. Include date, location, who reported and managed				
2	Is it harmful, problematic or developmentally appropriate behaviour? Use toolkit definitions	<input type="checkbox"/> Harmful <input type="checkbox"/> Problematic <input type="checkbox"/> Developmentally appropriate			<input type="checkbox"/> Yes <input type="checkbox"/> No
3	Is the incident/ report indicative of a crime / potential crime?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure			
4	Have police been informed?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure			<input type="checkbox"/> Yes <input type="checkbox"/> No
5	Is it necessary to limit contact between the children / young people involved? Use DFE guidance and police advice if appropriate	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure			<input type="checkbox"/> Yes <input type="checkbox"/> No
6	Is there actual or perceived threat of harm to either party as a result of the incident / report?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/> Actual <input type="checkbox"/> Perceived			<input type="checkbox"/> Yes <input type="checkbox"/> No

7	Have any actions already been taken, and if so by whom? E.g. the setting, external agency etc	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure			<input type="checkbox"/> Yes <input type="checkbox"/> No
8	Do both parties share classes?	<input type="checkbox"/> Yes – all or some <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
9	Do both parties share breaktimes or outside spaces?	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
10	Do both parties share transport to and from school / college?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A			<input type="checkbox"/> Yes <input type="checkbox"/> No
11	Are they likely to come into contact with each other (or anyone involved in / with knowledge of the incident) outside of school?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know			<input type="checkbox"/> Yes <input type="checkbox"/> No
12	How can any such contact be limited or mitigated?	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
13	Has consent to share information where needed been discussed with both parties? (consider with agencies and each other)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Consent agreed <input type="checkbox"/> Not required	Outcome of consent discussion	Outcome of consent discussion	<input type="checkbox"/> Yes <input type="checkbox"/> No
14	Is there risk or harm or hindrance of investigation from social media / gossip?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reasons			<input type="checkbox"/> Yes <input type="checkbox"/> No

15	Has referral for internal support been made?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reasons			
16	Has referral for support been made to external services?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reasons			
17	Has a referral been made to CRS?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reasons			
18	Is there any other contextual information relevant to consider in decisions and actions?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Info			

Risk assessment outcome

Overall Risk assessment

	Risk from person 1 to others, individual or community	Risk to person 1 from others	Level of possible future harm to others, individuals or community from person 1	Level of possible future harm to person 1 from others
Person 1: add name	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Harmful <input type="checkbox"/> Problematic <input type="checkbox"/> Developmentally appropriate	<input type="checkbox"/> Harmful <input type="checkbox"/> Problematic <input type="checkbox"/> Developmentally appropriate
	Risk from person 2 to others, individual or community	Risk to person 2 from others	Level of possible future harm to others, individuals or community from person 2	Level of possible future harm to person 2 from others
Person 2: add name	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Harmful <input type="checkbox"/> Problematic <input type="checkbox"/> Developmentally appropriate	<input type="checkbox"/> Harmful <input type="checkbox"/> Problematic <input type="checkbox"/> Developmentally appropriate

Replicate tables if more than two individuals

Guide for table decisions

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RISK High – repeat incident likelihood is strongly present, or other incidents likely either by knowledge of previous incidents or issues within current incident present, report to police made for current incident

RISK Medium – risk of repeat incident is possible, or further incident linked to issue, may have some context increasing risk from low, may have sought advice or guidance from safeguarding partner – police/health

RISK Low – risk of repeat incident is unlikely, no or limited context to indicate future linked behaviours

REVIEW of Risk assessment completed on: (add date)

Persons involved in review:

Outcome from review:

Risk levels for person 1 linked to original RA:

Risk levels for person 2 linked to original RA:

Action required from RA outcome	When and by whom?	How could this reduce risk?	Decision made by whom and when?	Further review date

Further review date

Persons to be involved:

Potential Linked offences for guidance

Offence	Law	What it all means	Examples	Signposting
Harassment	Protection from Harassment Act 1997.	If you pursue a course of conduct which may include alarming or causing a person distress, or making them scared that you are going to hurt them or those close to them on two or more occasions this is harassment.	<ul style="list-style-type: none"> • Following a person • Using a tracking device / app so you know where they are (without their permission) • Turning up at their school, place of work in order to track their movements or make them feel worried 	<p>Remember to report to the Police if you feel that you/your friends or someone close to you has been a victim of crime</p> <p>Child line</p> <p>Citizens Advice – can advise on restraining orders</p> <p>Hampshire and Isle of Wight - Victim Support – lots of advice about helping friends, having difficult conversations with friends and adults, advice if you feel you are a victim of crime.</p>
Domestic Abuse	This is an umbrella term for a number of offences which can include: Offences against the person Act 1861 Serious Crime Act 2015 Domestic Abuse Act 2021	<p>Domestic abuse can be physical and emotional. Coercive control is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.</p> <p>This controlling behaviour is designed to make a person dependent by isolating them from support, exploiting them, depriving them of independence and regulating their everyday behaviour.</p> <p>It can happen to men or women, young and old.</p>	<p>Hitting, punching, kicking, strangling someone who you are in a relationship with or live with and you are both over 16yrs old.</p> <p>You can be a victim of domestic abuse if you are under 18 and witness your parent/carer/relative being abused.</p> <p>Emotional abuse includes threats, insults, constant monitoring or 'checking in', humiliation, intimidation, isolation and stalking</p>	<p>Stop Domestic Abuse</p> <p>Safe4me</p> <p>Yellow Door www.yellowdoor.org.uk</p>

Hate Crime	<p>A hate crime is any criminal offence which is perceived by the victim, or anybody else, to be motivated by hostility or prejudice towards someone: These aspects are known as 'protected characteristics'. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and damage to property.</p>	<p>There are lots of offences that are aggravated by the perpetrator committing the offence due to a persons race, gender, sexual orientation, age.</p> <p>This can include Assaults, harassment, Public Order offences and many other.</p> <p>It is important that if you feel that someone's motivation for committing a crime against you is due to your race, gender, sexual orientation, age or other that you inform the Police when you or your carer/parent reports the crime.</p>	<p>A group at School are following you home from School, shouting things about you because you are gay.</p> <p>Someone has produced a racist video about you and has shared it around the school including on social media (Instagram, TikTok).</p>	<p>Victim Support: (24/7 support)</p> <p>Victim Support operates a 24/7 Supportline and live chat service, every day of the year, offering specialist emotional and practical support to anyone who has been a victim or a witness. You don't have to report a crime to get help from Victim Support. If you'd prefer to access interactive self-support guides visit My Support Space</p> <p>Telephone: 0808 16 89 111</p> <p>Live chat: https://www.victimsupport.org.uk/help-and-support/get-help/support-near-you/live-chat</p> <p>My Support Space: mysupportspace.org.uk/MoJ</p> <p>Website: victimsupport.org.uk</p> <p>Childline</p>
Rape	<p>S1 Sexual Offences Act 2003</p>	<p>You intentionally penetrated the vagina, mouth or anus of a woman with your penis, when she did not consent and you did not reasonably believe that she was consenting</p>	<p>A Girl at a party is very drunk and passes out. You put your penis into her mouth whilst she is asleep. She cannot consent to this at this point and no person would reasonably believe she would.</p> <p>Your girlfriend says that she wants sex with you but once you put your penis into her vagina she tells you to stop. You carry on as you are enjoying yourself. This is Rape.</p>	<p>Aurora New Dawn</p> <p>Stop Domestic Abuse</p> <p>Safe4me</p> <p>Banardos</p> <p>NSPCC</p> <p>Child line</p> <p>Yellow Door www.yellowdoor.org.uk</p>

Assault by penetration	S2 Sexual Offences act 2003	<p>A person (A) commits an offence if -</p> <ul style="list-style-type: none"> he intentionally penetrates the vagina or anus of another person with a part of 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. <p>In simple terms:</p> <p>A person penetrates the vagina or anus of another person on purpose with a part of their body or anything else (fingers, vibrator, rolling pin). The penetration is sexual (Not a Dr medically examining you)</p> <p>The person does not consent to the penetration AND the person doing the penetration does not believe that they consent.</p>	<p>If you are in a same sex relationship</p> <ul style="list-style-type: none"> -Your boyfriend puts his penis into your anus without your consent. Someone puts their fingers into your vagina without your consent. Your boyfriend puts a vibrator into your vagina without your consent. You have told him you do not want him to do it and he knows this but continues anyway. 	<p>Aurora New Dawn Stop Domestic Abuse Safe4me Banardos NSPCC Child line Yellow Door www.yellowdoor.org.uk</p>
Sexual Assault	S3 sexual offences act 2003		<p>You are at a party and a boy grabs your crotch and rubs it without your permission.</p> <p>A girl comes up behind you and grabs your breast.</p>	

Indecent photographs of children	Protection of Children Act 1978	<p>Section 1 of the Protection of Children Act 1978 creates various offences regarding the taking, making or distributing indecent photographs (or pseudo-photographs) of a child.</p> <p>It is an offence for a person -</p> <p>To take, or permit to be taken, or to make, any indecent photograph or pseudo-photograph of a child; or</p> <p>To distribute or show such indecent photographs or pseudo-photographs; or</p> <p>To have in his possession such indecent photographs or pseudo-photographs, with a view to their being distributed or shown by himself or others. Or</p> <p>To publish or cause to be published any advertisement likely to be understood as conveying that the advertiser distributes or shows such indecent photographs or pseudo-photographs or intends to do so.</p> <p><i>*Pseudo photograph – An image which is made by a computer which appears to be a photograph.</i></p>	<p>A child for this law means anyone under 18yrs old.</p> <p>Taking a nude photo and sending it to your boyfriend – Making, distributing and possessing</p> <p>Your boyfriend sending that photo to their friends – distributing and possessing</p> <p>Showing your genitals during a livestream on TikTok – making, distributing, possessing</p> <p>People watching screen shot you and share this image to their Insta page – distributing and possessing</p> <p>Making an image of a naked child on a computer and sharing this with your friends – Making, distributing and possessing pseudo photograph</p> <p>CEOP – Think you know website</p>	<p>Safe4me</p> <p>NSPCC – to get images taken down from the web</p>
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