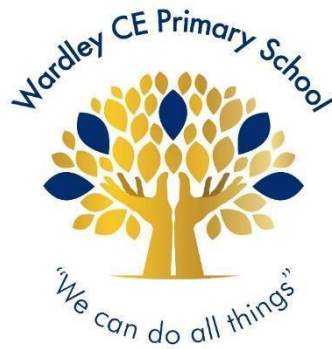


Wardley CE Primary School

Sexual Violence and Sexual Harassment between Pupils Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	October 2023
Signature of Chair	<i>John Storey</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	October 2024

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillipians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

Policy Introduction

While it is recommended that child-on-child sexual abuse and harassment is associated with the School Safeguarding and Child Protection Policy, due to the sensitive nature and specific issues involved with tackling sexual abuse in schools, this separate policy template has been completed to annex to your School Safeguarding and Child Protection Policy.

Keeping Children Safe in Education 2023 Part One and Part Five clearly sets out what to look out for, and indicators of abuse.

Child-on-child sexual violence and sexual harassment details how schools and colleges should respond **to all reports and concerns** of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online.

- Sexual violence and sexual harassment can occur between two children **of any age and sex**, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- 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. All staff working with children are advised to maintain an attitude of **'it could happen here'**.
- There is a zero-tolerance approach to sexual violence and sexual harassment, it is never acceptable, and it will not be tolerated. It will never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys".
- Physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts will be challenged and not dismissed or tolerated and thereby risking normalising the behaviours
- Addressing inappropriate behaviour (even if it appears to be relatively innocuous) will be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- Children who are victims of sexual violence and sexual harassment, wherever it happens, 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.
- The school will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school, including intimate personal relationships.
- Whilst **any** report of sexual violence or sexual harassment will be taken seriously, staff will be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.
- All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

At Wardley CE Primary School we are committed to the prevention, early identification and appropriate management of child-on-child sexual abuse and harassment and to ensure

that any form of child-on-child abuse or sexually harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and well-being. This must be achieved within the context of ensuring that any young person exhibiting sexually harmful behaviours is also provided with appropriate safeguarding and therapeutic support.

This policy applies to governors and all members of staff including volunteers.

Terminology - Victims and alleged perpetrator(s)

There are many different ways to describe children who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse. For the purposes of this policy, we use the term 'victim'. It is a widely recognised and understood term.

It is important that the school recognises that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. When managing any incident, we will be prepared to use any term with which the individual child is most comfortable.

For the purpose of this policy, we use the term 'young people who sexually harm' and where appropriate 'perpetrator(s)'/'alleged perpetrator(s)'. These are widely used and recognised terms and the most appropriate to aid effective drafting of advice. However, we will think very carefully about terminology, especially when speaking in front of children, not least because in some cases the sexual behaviour will have been harmful to the perpetrator as well. The use of appropriate terminology will be determined by the school, as appropriate, on a case-by-case basis

Definition

Sexual Violence

Children can, and sometimes do, abuse their peers in a sexually violent way. Sexual violence refers to sexual offences under the Sexual Offences Act 2003¹⁰⁵ as described as

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

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. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Physical Abuse

Physical abuse may include hitting, kicking, nipping, shaking, biting, hair pulling or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or sanctions to be undertaken.

Sexual Harassment

Child-on-child Sexual Harassment is unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school/college. 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.

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 and colleges 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)
- displaying pictures, photos or drawings of a sexual nature;
- upskirting (this is a criminal offence)
- 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 sexual images and videos. Taking and sharing nude photographs of under 18s is a criminal offence
 - sexualised online bullying.
 - sharing of unwanted explicit content
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats
 - coercing others into sharing images of themselves or performing acts they're not comfortable with online

Vulnerabilities

As a school we will recognise any child can be vulnerable to child-on-child sexual abuse and harassment- both in and out of the school setting, including:

- Individual and situation factors can increase a child's vulnerabilities to abuse by their peers such as the sharing of an image or photograph
- Children who are socially isolated from their peers
- Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse
- Children with certain characteristics such as sexual orientation, ethnicity, race or religious beliefs
- Children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND,

Prevention

Wardley CE Primary School has a clear set of values and standards. All staff have received training to recognise that instances of sexually inappropriate behaviour are much more common than previously assumed. All staff are equipped with the knowledge and skills to appropriately respond to any instances of sexual abuse or harassment.

Our approach to preventing child-on-child sexual abuse and harassment will be achieved through all aspects of school life, including our school values, aims, and curriculum. It will include an integral link to our: -

- School Code of Conduct
- Pupil Behaviour Policy
- Pastoral support system.
- Class/tutor group discussions
- Assemblies
- Curriculum – both implicit and explicit
- Staff providing positive role models
- The RSHE Policy and programme - topics include:
 - o healthy and respectful relationships
 - o what respectful behaviour looks like
 - o consent
 - o gender roles, stereotyping, equality
 - o body confidence and self-esteem
 - o prejudiced behaviour
 - o that sexual violence and sexual harassment is always wrong
 - o addressing cultures of sexual harassment

Dealing with Incidents

In the first instance, normal safeguarding procedures of referral will be followed as detailed in the School's Safeguarding and Child Protection Policy). The initial response to a report from the student is important. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Abuse that occurs online or outside of the school or college will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of the school staff may overhear a conversation that suggests a young person has been harmed. As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with our Child Protection policy. They should not assume that someone else is responding to any incident or concern. Staff will speak to the Designated Safeguarding Lead (or a Deputy). In such cases, the basic safeguarding principles remain the same. "This includes ensuring that comprehensive records of all allegations are kept" (*Ofsted Inspection Framework update- June 21*)

School Procedure Following a Report:

When an allegation is made by a pupil against another member of the peer group, members of staff will consider whether the complaint raises a safeguarding concern. If there is a Safeguarding concern, the Designated Safeguarding Lead (DSL) will be informed as soon as practically possible.

A factual record will be made of the allegation, but no attempt at this stage will be made to investigate the circumstances. The DSL will contact The Bridge Partnership to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.

If the allegation indicates that a potential criminal offence has taken place, the school will refer the case to The Bridge and where appropriate the police will become involved. Parents of both the student against whom the allegation is being made and the alleged victim, should be informed and kept updated on the progress of the referral.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both the pupil's files.

It may be appropriate to carry out a risk assessment to identify potential risks to both the victim and the young person/people who have sexually harmed. The school will actively consider the risks posed to all the pupils and put adequate measures in place to protect them and keep them safe.

The risk and needs assessment should consider:

- The victim, especially their protection and support.
- The alleged perpetrator.
- Whether there may have been other victims
- All the other children (and, if appropriate staff) at the school .This **must include** any actions that are appropriate to protect the young people involved.
- The time and location of the incident, and any action required to make the location safer

Risk assessments will be recorded (paper or electronic) and kept under review.

If the situation presents risks to any pupils involved, it may be necessary to consider Suspension as a last resort.

Where neither Social Services nor the police accept the complaint, a thorough school investigation will take place into the matter using the usual disciplinary procedures.

Situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

Following the outcome of an allegation there are several ways in which students will be supported in school:

1. Social Services support.
2. Early Help Team

3. 1:1 session with school counsellor/pupil support officer.
4. Support from Class Teacher and Phase Leader
5. Completion and revision of a Preventative Supervision Plan.
6. Through RSHE and a whole school approach to challenging sexual violence and harassment

Links with other policies: -

- Safeguarding Policy
- Child-on-child Abuse Policy
- Pupil Behaviour Policy
- On-line Safety Policy

In line with Ofsted recommendations the school will:

- Create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.
- Assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them.
- Identify where there might be 'hot-spots' or "no go" areas in the school.
- Ensure all staff delivering the RSHE programme should have access to high quality training.
- Ensure **all staff** should have a clear understanding of the prevalence of child-on-child sexual abuse and harassment.
- Put in place robust structures to address child-on-child sexual abuse and harassment.
- Provide a robust Relationships, Sex and Health Education (RSHE) curriculum and provide specific focus on consent, respect and navigating friendships and intimate relationships.
- Have in place routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse

It is within this context that the Sexual Violence and Sexual Harassment between Pupils Policy aims to enhance the Child-on-child Abuse Policy, but also to ensure the school has a comprehensive preventative strategy.