

DUDLEY ACADEMIESTRUST

Sexual Violence and Sexual Harassment between Children in School

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Note: This policy may use wording that some may find upsetting however; the content is relevant in the context of the policy.

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Introduction

At Dudley Academies Trust, we recognise our role in reducing, protecting and addressing sexual violence and harassment in our schools.

Safeguarding is everyone's responsibility, both teaching and support staff as set out in our Child Protection and Safeguarding Policy and [Keeping Children Safe in Education \(KCSIE\) 2020 Part 1](#).

The Designated Safeguarding Lead (DSL), with support from Dudley Academies Trust Senior Safeguarding Lead (if required); will complete an audit of the Trust's current provision. This provides a coordinated, systematic and evidence-based approach to recognise and respond to the risk and needs of this vulnerable group.

Legislation and Guidance

This policy is based on the following Department for Education (DfE) statutory guidance:

- [Keeping Children Safe in Education \(2020 Part 1\)](#)
- [Working Together to Safeguard Children \(2018\)](#)
- [The Governance Handbook](#)
- [Sexual Violence and Sexual Harassment between Children in Schools \(May 2018\)](#)
- [When to Call the Police \(Guidance for schools & colleges\)](#).

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies to safeguard and promote the welfare of pupils at the school.

What Is Sexual Violence And Sexual Harassment Between Children?

Sexual violence and sexual harassment can occur between two children of **any age and sex**. They 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 is likely to have an adverse effect on their educational attainment.

At Blowers Green primary, we aim to support these pupils to access their education and receive the correct specialist support, by working in partnership with the police and children's services.

We are clear that sexual violence and sexual harassment is not acceptable, tolerated or an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual violence or harassment in school. We will apply sanctions in accordance with our Behaviour Policy.

What Is The Definition Of Sexual Violence?

For the purpose of this policy, when referring to sexual violence we are referring to sexual offences under the [Sexual Offences Act 2003](#) as described below:

Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their 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: they intentionally penetrate the vagina or anus of another person (B) with a part of their 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: they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What Is Consent?

Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice. 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.

What Is Sexual Harassment?

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. 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: deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment, which might include: non-consensual sharing of sexual images and videos (both often referred to as sexting);
- Inappropriate sexual comments on social media; exploitation; coercion and threats

- Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Harmful sexual behavior is a difficult and upsetting topic. [Appendix 3](#) provides a list of support resources.

How Do We Respond To Reports of Sexual Violence and Sexual Harassment

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. Guidance from the Department for Education (DfE) is clear that it does not attempt to provide (nor would it be possible to provide) detailed advice on what we should do in any or every particular case; it provides effective safeguarding practice and principles for us to consider in our decision making process.

Individual incidents will be assessed by the DSL using the Brook Traffic Light System (see [Appendix 1](#)). The tool uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour.

By categorising sexual behaviours as green, amber or red, professionals across different agencies can work to the same standardised criteria when making decisions and can protect children and young people with a unified approach.

Previous concerns and incidents will be taken into consideration and consultation with the Trust Senior Safeguarding Lead in complex cases.

Some situations are statutorily clear:

- 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
- Rape, assault by penetration and sexual assault are defined in law
- Creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

Our basic safeguarding principle is if a child has been harmed, is in immediate danger, or is at risk of harm a referral should be made to local authority children's social care through completion of a Multi-Agency Referral Form (MARF). A social worker should respond to the referrer within one working day to explain what action they will be taking. We will usually inform parents/carers that we are making a referral to children's social care (SPA); however, this too is on a case-by-case basis. It may be that we have assessed the situation and believe that a referral is needed without parental knowledge in order to safeguard pupils involved.

Once a referral is processed, the children's social care will consider if early help, [section 17 and/or 47](#) statutory assessments are appropriate (see [Section 18 of Keeping Children Safe in Education](#) for an explanation of this process). We will support in an early help assessment, child protection enquiry, strategy discussion and child protection conference.

We will work closely with the police as rape, assault by penetration and sexual assaults are crimes. Where there is a report of a rape, assault by penetration or sexual assault, immediately inform the police who will advise and log according to their own guidelines.

Responding To Reports of Sexual Violence and Sexual Harassment Online

We are aware that incidents of sexual violence and sexual harassment that occur online (either in isolation or in connection to offline incidents) can introduce a number of complex factors. These include the potential for the incident to take place across a number of social media platforms and services and for things to move from platform to platform online. It also includes the potential for the impact of the incident to extend further than our local community does (e.g. for images or content to be shared around neighboring schools/academies) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online.

We will act in accordance with our Anti-Bullying policy if we become aware that our pupils are using online platforms, which in any way jeopardises the safety of other members of our school community.

The Immediate Response to a Report - Managing the Disclosure

We will always do our utmost to ensure that victims are reassured that they are being taken seriously and that they will be supported and kept safe. In some cases, the victim may not make a direct report or disclosure. For example, a friend may make a report or a member of our school may overhear a conversation that suggests a child has been harmed.

As with all safeguarding concerns, our staff are trained to follow the school /school's protocol regarding the recognised signs of safety and will speak to one of the DSLs. This discussion will be handled sensitively and with the support of children's social care if required.

Our safeguarding practice includes:

- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example with the DSL or local authority children's social care) to discuss next steps.
- Only sharing the report with those people who are necessary in order to progress it.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the disclosure will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what etc.;

- When making a record of the disclosure we wait until the end of the disclosure and immediately write up a thorough summary and log it on CPOMS (our child protection recording system). This allows us to devote our full attention to the pupil and to listen to what they are saying. It may be appropriate to make notes during the disclosure (especially if a second member of staff is present). However, if making notes during any disclosures we are conscious of the need to remain engaged with the pupil;
- We make sure to only record the facts as the pupil presents them. The notes should not reflect the personal opinion of the note taker. We are aware that notes of such disclosures could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- If possible, we aim to manage disclosures with two members of staff present, (preferably including the DSL). However this might not always be possible; and informing the DSL (or deputy DSL) as soon as practically possible if the DSL (or deputy) are not involved in the initial disclosure.

All staff should always be alert to signs of abuse and question unusual behaviour. Any concerns or allegations of peer on peer abuse in any form should be referred to the DSL, in accordance with the Trust Child Protection and Safeguarding Policy (see Procedure for Reporting Flowchart [Appendix 2](#)).

Considering Confidentiality and Anonymity

Confidentiality

Staff taking a disclosure will never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. We do not consider ourselves experts in this area and it is vital that appropriate support is flagged up to the pupils and parents/carers or organised by the school for them.

The victim may ask us not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children. The DSLs will consider the following:

- Parents/carers should normally be informed (unless this would put the victim at greater risk); the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger or has been harmed a referral should be made to children's social care;
- Rape, assault by penetration and sexual assaults are crimes. The starting point is to inform the police.

Ultimately, the DSL will have to balance the victim's wishes against their duty to protect the victim and other children within the school setting.

If we do decide to make a referral to the local authority children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully. The

reasons will in most cases be explained to the victim and appropriate specialist support offered.

Anonymity

Where we are aware that an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, we will be mindful of anonymity, witness support and the criminal process in general so that we can offer support and act appropriately. In addition, we will endeavor to do all we can to reasonably protect the anonymity of any children involved in any report of sexual violence or sexual harassment.

We will carefully consider which staff in our school should know about the report and any support that will be in place for the children involved.

We are however, mindful that if an investigation is ongoing it is not our place to offer guidance and support to the children and their families beyond what could reasonably be expected in regards to their education.

We will also act in accordance with our Anti-Bullying policy when considering the potential impact of social media in facilitating the spreading of rumors and exposing victims' identities.

Risk Assessment

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim;
- The alleged perpetrator;
- The other children (and, if appropriate, staff) at the school.

We will keep the recorded risk assessments (written or electronic) under regular review, reflecting any changes in circumstances. At all times, we will be actively considering the risks posed to all our pupils and put adequate measures in place to protect them and keep them safe during school hours. The DSLs will continue to liaise with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. We will use any such professional assessments to inform our approach to supporting and protecting the pupils and updating our own risk assessment.

Action Following a Report of Sexual Violence and/or Sexual Harassment

We will carefully consider any report of sexual violence and/or sexual harassment.

Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;

- The nature of the alleged incident(s), including: might a crime have been committed and consideration of harmful sexual behaviour;
- The ages of the pupils involved;
- The developmental stages of the pupils involved;
- Any power imbalance between the pupils (e.g. Is the alleged perpetrator significantly older);
- If the alleged incident is a one off or a sustained pattern of abuse (where this may be known);
- Are there ongoing risks;
- Other related issues and wider context.

Where incidents and/or behaviours are associated with factors outside the school or occur between children outside the school, we will consider contextual safeguarding. This simply means assessments of children in such cases should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Options to Manage the Report

We will consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

There are four likely scenarios we will need to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage Internally

In some cases of sexual harassment, for example one-off incidents, the school may take the view that the pupils concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising our Behaviour and Anti-bullying policies and by providing pastoral support.

2. Early Help

In line with the above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence (see [Chapter 1 of Working Together to Safeguard Children](#) for full details of the early help process).

Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents/carers.

3. Referrals to Children's Social Care

Where a child has been harmed, is at risk of harm, or is in immediate danger a likely course of action will be that we make a referral to the local authority children's social care through the completion of a MARF.

At the referral to children's social care stage, the school will generally inform parents/carers unless there are compelling reasons not to (if informing a parent/carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

Where statutory assessments are appropriate, we will (especially DSLs) work alongside, and cooperate with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

We do not need to wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for us to work closely with children's social care (and other agencies as required) to ensure any actions we take do not jeopardise a statutory investigation. The risk assessment will help inform all of our decisions.

In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the DSL) may refer again if we believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, we will consider other support mechanisms such as early help, specialist support and pastoral support.

4. Reporting To the Police

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Reporting to the police will generally be in parallel with referrals to children's social care (as above). The DSL must complete a police referral by reporting the incident through 101 if historic or 999 if it is a new disclosure. Further guidance on when to call the police is available [here](#).

At this stage, the school will generally inform parents/carers unless there are compelling reasons not to, for example if informing a parent/carer is likely to put a child at additional risk. In circumstances where parents/carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care.

Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, in particular the alleged perpetrator and their parents/carers. We will also discuss the best way to protect the victim and their anonymity.

5. Considering Bail Conditions

In the absence of bail conditions, when there is a criminal investigation, early engagement and joined up working between the school, children's social care and the police will be critical to support the victim, alleged perpetrator and other children involved (especially potentially witnesses). Where required, advice from the police will be sought in order to help the school manage our safeguarding responsibilities.

The term 'Released Under Investigation' or 'RUI' will replace those previously on bail for offences in circumstances that do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity or in some cases ensuring compliance with an administrative processes.

Where bail is deemed proportionate and necessary, as above, the school will work with children's social care and the police to manage any implications and safeguard their children. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

6. Managing Any Delays in the Criminal Process

There may be delays in any case that is being progressed through the criminal justice system. Schools/academies should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children in the school. The risk assessment will help inform any decision.

Considering any disciplinary action against the alleged perpetrator whilst an investigation is ongoing is discussed below in the alleged perpetrator section.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, it will be important for the DSL (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school takes do not jeopardise the police investigation.

The school will ask the police if we have questions about the investigation. The police will help and support the school as much as they can (within the constraints of any legal restrictions).

7. The End of the Criminal Process

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all the children at the school and, if it has not already, consider any suitable action in accordance with our Behaviour policy. If the perpetrator remains in school, we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate with regard to the perpetrator's timetable and movement around the school. Our risk assessment will continue to be revisited and revised where necessary.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils in the school. We will do our utmost to ensure that the victim and alleged perpetrator remain protected, especially from any bullying or

harassment (including online). Where necessary we will invoke sanctions from our Behaviour and Anti-Bullying policies.

Where cases are classified as “no further action” (NFA) by the police or Crown

Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will discuss any decisions with the victim in this light and continue to offer support in order for them to access their education. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

Ongoing Response - Safeguarding and Supporting the Victim

We will:

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- Make certain the needs and wishes of the victim are paramount (along with protecting the pupil) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim’s daily experience as normal as possible, so that their school is a safe space for them.
- Make certain the victim is not made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- Look to provide a physical space for victims to withdraw and avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups. It may be necessary for us to maintain arrangements to protect and support the victim for a long time. We will do our best to continue to support this need and will continue to work with children’s social care and other agencies as required.
- Aim to do all we can to reasonably protect the victim from bullying and harassment because of any report they have made in accordance with our Anti-Bullying Policy.
- Give all the necessary support for the victim to remain in school, but if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents/carers).

Victims of sexual harassment will be offered support based on their individual need. Support will be offered internally and externally through referrals, including:

- Pastoral staff
- Safeguarding team

- School Nurse
- School Counsellor
- Phase Trust
- Banardos
- Young Minds
- What Centre
- NSPCC

[Victim Support](#) is an independent charity available to help people affected by crime and traumatic events. They are not part of the police or any other criminal justice agency.

Ongoing Considerations: Victim and Alleged Perpetrator Sharing Classes

Once we have decided what the next steps will be in terms of progressing the report, we will consider again the question of the victim and alleged perpetrator sharing classes and sharing space at school. This will inevitably involve complex and difficult professional decisions, including considering our duty to safeguard children and our duty to educate them. It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. The school should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator; close liaison with the police is essential.

DFE guidance states that where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school should, if it has not already, consider any suitable sanctions in accordance with our Behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the Headteacher would continue to keep the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual

assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict.

None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. In all cases, schools/academies should record and be able to justify their decision-making.

All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Safeguarding and Supporting the Alleged Perpetrator

The school needs to consider the following:

- On the one hand to safeguard the victim (and the wider pupil body) and on the other hand providing the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions.
- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress because of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. Advice will be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- If it is the case that the alleged perpetrator is moved to another educational institution (for any reason), then we will ensure that the new educational institution is made aware of any ongoing support needs.

Discipline and the Alleged Perpetrator

With regard to the alleged perpetrator, we will act in accordance with our Behaviour policy and discipline pupils whose conduct falls below the standard, which could be reasonably expected of them. Disciplinary action can be taken whilst other investigations by the police and/or children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly.

This is however, a matter for the school and should be carefully considered on a case by-case basis. The school should consider if, by taking any action, they would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or children's social care should help us as a school make a determination. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach their own view about what happened while an independent investigation is considering the same facts.

Discipline and Support

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

On the one hand there is preventative or forward-looking action to safeguard the victim and/or the perpetrator, especially where there are concerns that the perpetrator themselves may have been a victim of abuse; and, on the other, there is disciplinary action to punish a perpetrator for their past conduct.

The school will be clear during the process as to which category any action they are taking falls or whether it is both, and should ensure that the action complies with the law relating to each relevant category.

Working With Parents and Carers

The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents/carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and should be considered on a case-by-case basis).

The exception to this rule is if there is a reason to believe informing a parent/carer will put a child at additional risk. School should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, children's social care and/or the police will have a very clear view and it will be important for the school to work with relevant agencies to ensure a consistent approach is taken to information sharing.

It should be the case that the school will meet the victim's parents/carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also likely we will meet with the alleged perpetrator's parents/carers to discuss any arrangements that are being put into place that impact the alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will be discussed. Consideration to the attendance of other agencies will be considered on a case-by-case basis.

We understand that parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child. Details of organisations that support parents/carers are provided on the school website.

Safeguarding Other Children

Consideration should be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required. We will signpost agencies and support services available where need.

Following any report of sexual violence or sexual harassment, it is likely that some children will take “sides”. The school will do all we can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed.

Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator and a very high likelihood that friends from either side could well harass the victim or alleged perpetrator online. Any evidence we have of pupils using social media inappropriately will be sanctioned according to our Behaviour and Anti-Bullying policies.

How We Educate Pupils against Harmful Sexual Behaviours

We have a planned programme of evidence-based content delivered through the curriculum and assemblies. Our programme is developed to be age and stage of development appropriate, and tackles such issues as:

- Healthy and respectful relationships, including information on consent;
- What respectful behaviour looks like;
- Gender roles, stereotyping, equality;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual violence and sexual harassment is always wrong;
- Addressing cultures of sexual harassment.

We also invite organisations and speakers in to deliver information sessions to our pupils and parents/carers. We ensure DSLs and all staff are regularly provided with appropriate and updated training to recognise signs of harmful sexual behaviours.

Pupils will receive training via PSHE and standalone sessions will be held, where needed.

Recording and Data Protection

We will share all information in relation to a sexual violence offence with the police. Any requests by the police for personal data must be submitted using the NPCC disclosure of personal data forms.

DSLs will record and store information in relation to Sexual Harassment on their secure safeguarding management system. They will provide data relating to the number of cases to the Trust Senior Safeguarding Lead for analysis and reporting to both the Local Advisory Committees and The Board of Trustees. This data should not contain any personal or sensitive information.

Appendix I: Brook Sexual Behaviours Traffic Light Tool

Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

● Green behaviours	● Amber behaviours	● Red behaviours
<ul style="list-style-type: none"> ● holding or playing with own genitals ● attempting to touch or curiosity about other children's genitals ● attempting to touch or curiosity about breasts, bottoms or genitals of adults ● games e.g. mummies and daddies, doctors and nurses ● enjoying nakedness ● interest in body parts and what they do ● curiosity about the differences between boys and girls 	<ul style="list-style-type: none"> ● preoccupation with adult sexual behaviour ● pulling other children's pants down/ skirts up/trousers down against their will ● talking about sex using adult slang ● preoccupation with touching the genitals of other people ● following others into toilets or changing rooms to look at them or touch them ● talking about sexual activities seen on TV/online 	<ul style="list-style-type: none"> ● persistently touching the genitals of other children ● persistent attempts to touch the genitals of adults ● simulation of sexual activity in play ● sexual behaviour between young children involving penetration with objects ● forcing other children to engage in sexual play
<p><u>What is green behavior?</u></p> <p>Green behaviours reflect safe and healthy sexual development. They are:</p> <ul style="list-style-type: none"> ● displayed between children or young people of similar age or developmental ability ● reflective of natural curiosity, experimentation, consensual activities and positive choices 	<p><u>What is amber behavior?</u></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:</p> <ul style="list-style-type: none"> ● unusual for that particular child or young person ● of potential concern due to age, or developmental differences ● of potential concern due to activity type, frequency, duration or context in which they occur 	<p><u>What is red behavior?</u></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be:</p> <ul style="list-style-type: none"> ● excessive, secretive, compulsive, coercive, degrading or threatening ● involving significant age, developmental, or power differences ● of concern due to the activity type, frequency, duration or the context in which they occur

<p>What can you do? Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p>What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p>What can you do? Red behaviours indicate a need for immediate intervention and action.</p>
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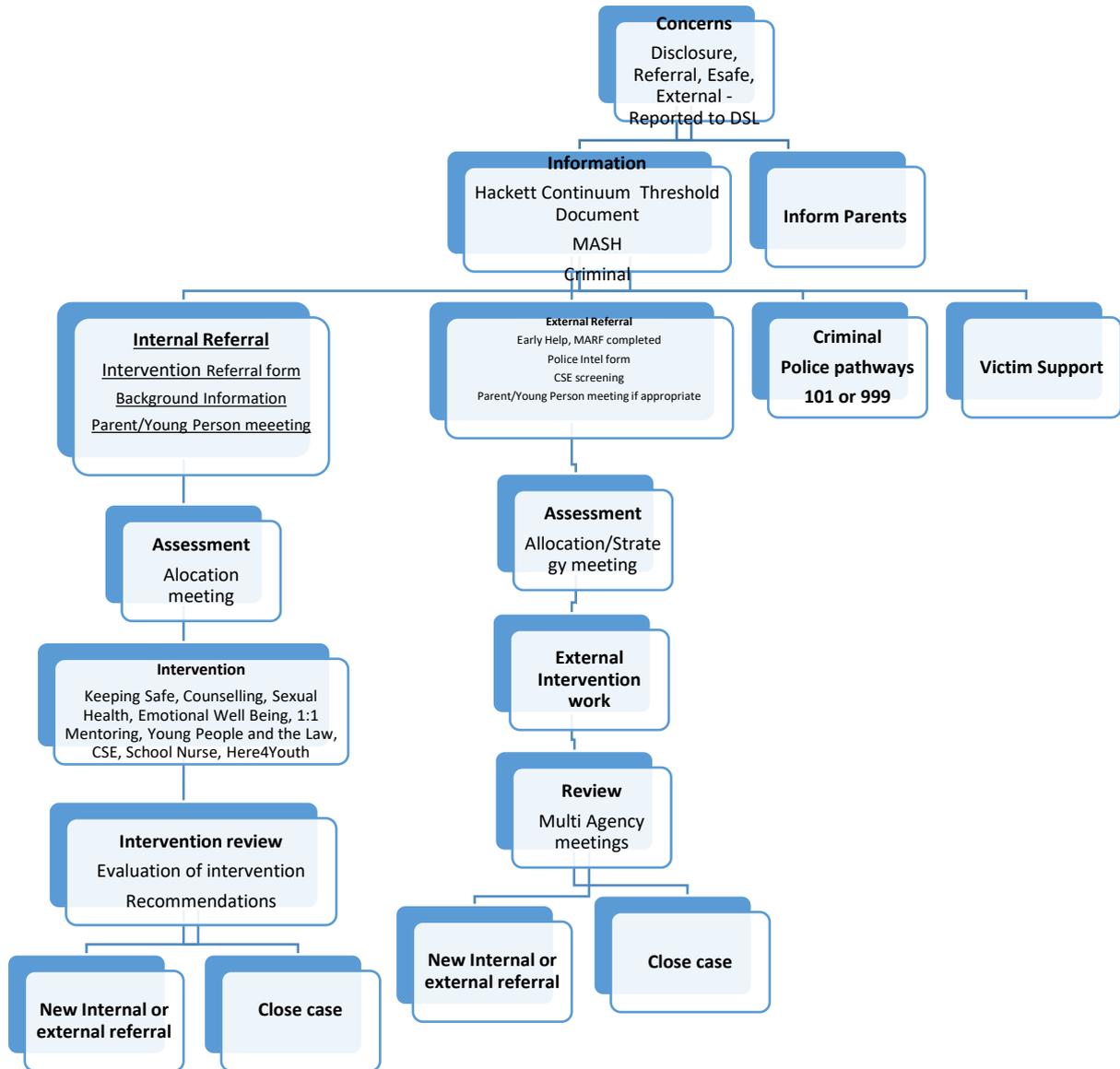
Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

● Green behaviours	● Amber behaviours	● Red behaviours
<ul style="list-style-type: none"> feeling and touching own genitals curiosity about other children's genitals curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships sense of privacy about bodies telling stories or asking questions using swear and slang words for parts of the body 	<ul style="list-style-type: none"> questions about sexual activity which persist or are repeated frequently, despite an answer having been given sexual bullying face to face or through texts or online messaging engaging in mutual masturbation persistent sexual images and ideas in talk, play and art use of adult slang language to discuss sex 	<ul style="list-style-type: none"> frequent masturbation in front of others sexual behaviour engaging significantly younger or less able children forcing other children to take part in sexual activities simulation of oral or penetrative sex sourcing pornographic material online
<p><u>What is green behavior?</u></p> <p>Green behaviours reflect safe and healthy sexual development. They are:</p> <ul style="list-style-type: none"> displayed between children or young people of similar age or developmental ability reflective of natural curiosity, experimentation, 	<p><u>What is amber behavior?</u></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:</p> <ul style="list-style-type: none"> unusual for that particular child or young person of potential concern due to age, or developmental differences 	<p><u>What is red behavior?</u></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be:</p> <ul style="list-style-type: none"> excessive, secretive, compulsive, coercive, degrading or threatening involving significant age, developmental, or power differences

<p>consensual activities and positive choices</p>	<ul style="list-style-type: none"> • of potential concern due to activity type, frequency, duration or context in which they occur 	<ul style="list-style-type: none"> • of concern due to the activity type, frequency, duration or the context in which they occur
<p>What can you do? Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p>What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p>What can you do? Red behaviours indicate a need for immediate intervention and action.</p>

Appendix 2: Flowchart of Procedure for Reporting



Appendix 3: Sexism and Sexual Harassment: resources for further support

You can always talk to your designated safeguarding lead (DSL) and other relevant staff members if you are concerned about sexual harassment and sexism. We will take your concerns seriously and support you (and anyone else involved) along the way.

Specialist Organisations and Resources

[NSPCC](#): child protection information and support, including:

- A [guide](#) for adults on responding to children disclosing abuse
- [Advice](#) about harmful sexual behaviour
- Resources for teachers about [positive relationships](#) and [peer-on-peer sexual abuse](#)
- [Barnardo's](#): for vulnerable children and young people
- [Lucy Faithfull Foundation](#): preventing child sexual abuse and helping those affected by it
- [Marie Collins Foundation](#): for children and families recovering from child sexual abuse
- [Rape Crisis](#): specialist support and services for victims and survivors of sexual violence
- [UK Safer Internet Centre](#): for advice about staying safe online

Support for Parents/Carers

- [Thinkuknow](#) (NCA CEOP): advice about what children may be doing online, how to challenge harmful sexual attitudes and [support positive sexual behaviour](#)
- [Childnet](#): advice to help keep children safe online
- [Marie Collins Foundation](#): advice to help keep your child safe from sexual abuse online
- [Parentsafe](#): advice and resources covering issues such as online safety, apps and reporting concerns
- [Parentzone](#): advice on making the internet safer for families

Support for Victims

[Childline](#): for free and confidential advice for children

[Anti-bullying Alliance](#): for anyone being bullied, as well as their parents and schools

[The Survivors Trust](#): for survivors of rape, sexual violence and child sex abuse

[Victim Support](#): for children affected by crime, and the parents and professionals who work with them

Sources and Further Reading

- [Sexual violence and sexual harassment between children in schools and colleges](#) (annex A), GOV.UK
- [Keeping Children Safe in Education, GOV.UK](#)