



## Sexual Violence and Harassment Policy

The school recognises the vital role that education plays in safeguarding children and this is embedded in the school's culture so that early intervention and prevention can be instigated, risks minimised and the impact of trauma reduced.

This Policy forms part of the school's whole-school approach to well-being and should be read in conjunction with the school policies on Safeguarding and Child Protection (including the Peer-on-Peer abuse, Anti-bullying, Pastoral Care, Mental Health and Wellbeing and Low-Level Concerns policies).

This Policy applies to the whole school and at all times including where pupils or staff are away from the school, whether they are on school-arranged activities or otherwise, and whether or not the school is open. It will therefore apply out of school hours (e.g. including in relation to the school's boarding accommodation and during community activities on school premises).

This Policy is published on the school website and Parent Portal and is available in hard copy on request. A copy of the policy is available for inspection from reception during the school day. This policy can be made available in large print or other accessible format if required.

This Policy sets out our strategy for the prevention of and appropriate management of safeguarding concerns relating to harmful sexual behaviour, including sexual violence and/or harassment. It is intended to:

- help staff (including supply teachers and volunteers) to understand and recognise the risks of harmful sexual behaviour; and
- aid the school in planning preventive education, implementing preventative measures and incorporating an approach to sexual violence and sexual harassment into the whole-School approach to safeguarding.

This Policy will be reviewed regularly as applicable and at least annually to ensure that it continually addresses the risks to which our pupils are or may be exposed.

### Introduction

The Governors, Senior Leadership Team, and all staff (including supply teachers and volunteers) at the school are fully committed to ensuring a working and learning environment which is free from sexual violence and sexual harassment. The school takes very seriously the prevention, identification and early intervention of incidents of sexual violence and/or sexual harassment (as defined below) both within and beyond the school.

The school recognises that safeguarding children is a responsibility shared by everyone in contact with

children and young people and aims to ensure that all members of the School community:

- Understand that sexual violence and/or sexual harassment is prevalent within our community;
- Regard the introduction of this guidance as a preventative measure. It is acceptable merely to take a reactive approach to sexual violence and/or harassment in response to alleged incidents;
- Understand that there is a zero-tolerance approach to sexual violence and/or sexual harassment at the school; it is never acceptable, will never be tolerated and will not be dismissed as “banter” or “just having a laugh” or “part of growing up”;
- Recognise that sexual violence and/or sexual harassment can occur between two children of any age or sex, as well as through a group of children sexually assaulting or harassing a single child or group of children;
- Be aware that, whilst boys are more likely to perpetrate incidents of sexual violence and/or sexual harassment and girls are more likely to be the victim, both girls and boys can display harmful sexual behaviour;
- Understand that unacceptable behaviour of a sexual nature can be driven by wider societal factors, thereby making it essential to adopt a whole-school contextual approach to preventing, identifying and responding to allegations of sexual violence and/or harassment;
- Recognise the increasing concern about this societal issue, and wish to implement this policy in order to support our whole-school approach to safeguarding;
- Encourage parental engagement on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they feel comfortable informing the school so that appropriate and prompt action can be taken in response.

This Policy has been prepared with reference to the DfE's advice on Sexual Violence and Sexual Harassment Between Children in Schools and Schools (September 2021) and in accordance with the statutory guidance on peer-on-peer abuse as set out in Keeping Learners Safe (March 2022). The procedures in the Policy are consistent with local authority guidance and locally agreed inter-agency procedures.

## **Understanding Sexual Violence and Sexual Harassment**

### **What is Sexual Violence?**

When referring to sexual violence throughout this policy, we are referring to sexual offences under the Sexual Offences Act 2003, including:

- Rape – a person (A) commits 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 part of his/her 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 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.

## Consent

It is vital that all members of the school community understand the concept of consent. Consent is about the freedom and capacity to choose. Consent may therefore be given for one sort of sexual activity but not another; it may also be withdrawn at any time during sexual activity and each time activity occurs. It should be noted that, under UK law, to help protect younger children, a child under the age of 13 can never legally consent to any sexual activity. The age of consent in the UK is 16 and sexual intercourse without consent constitutes rape.

## What is Sexual Harassment?

For the purpose of this Policy, sexual harassment is defined as “*unwanted conduct of a sexual nature*” (as per Sexual Violence and Sexual Harassment Between Children in Schools and Schools, DfE, September 2021) and can occur online and offline and both inside and outside of School.

Sexual harassment can be:

- Verbal: telling sexual stories, making lewd comments or sexual remarks about clothes and appearance, calling someone sexualised names, sexual ‘jokes’ or taunting;
- Behavioural: deliberately brushing against someone, interfering with someone’s clothes, displaying pictures, photos or drawings of a sexual nature;
- Online (which may be standalone or as part of a wider pattern): consensual and non-consensual sharing of nude and semi-nude images and/or videos, sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments and messages, sexual exploitation, coercion and threats.

The school recognises sexual harassment in broad terms and understands that it can create a culture that normalises inappropriate behaviour and leads to sexual violence if not challenged.

## Harmful Sexual Behaviour

The All Wales Practice Guide, Safeguarding children where there are concerns about harmful sexual behaviour, defines harmful sexual behaviour as: “*sexual behaviours expressed by children and young people under the age of 18 years that are developmentally inappropriate, may be harmful towards themselves or others, or be abusive towards another child, young person or adult. This definition of HSB includes both contact and non-contact behaviours (grooming, exhibitionism, voyeurism and sexting or recording images of sexual acts via smart phones or social media applications).*”

In its Guidance for education settings on peer sexual abuse, exploitation and harmful sexual behaviour (October 2020), the NSPCC explains that “*children’s sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Professionals working with children in an education setting require understanding of this continuum of behaviours to ensure appropriate intervention*”

The school is aware that the presence of inappropriate sexual behaviour may be an indicator that a child is experiencing or has experienced sexual abuse or that they have adverse childhood experiences, such as exposure to domestic violence. Please see the School’s Safeguarding and Child Protection Policy for information on how the school responds to such safeguarding issues.

Hackett's (2010)<sup>1</sup> proposed continuum model provides a useful guide in demonstrating the range of sexual behaviours presented by children and young people and can be found in Appendix A. [The Brook Sexual Behaviours Traffic Light Tool](#) can also be very helpful in identifying sexual behaviours by children.

Staff should always use their professional judgement and discuss any concerns with the DSP.

### **Our legal responsibilities**

The school has a statutory duty to have arrangements in place to safeguard and promote the welfare of children. Due regard is paid to all statutory regulations and guidance as set out in Keeping Learners Safe (March 2022) and the Wales Safeguarding Procedures, as well as the Equality Act 2010 and the Human Rights Act 1998, and compliance with the Public Sector Equality Duty.

In line with the All Wales Practice Guide, Safeguarding children where there are concerns about harmful sexual behaviour, the School understands that "*that sensory impaired and disabled children are at an increased risk of being abused compared with their non-disabled / non-sensory impaired peers*" and that they "*are also less likely to receive the protection and support they need when they have been abused*". The school recognises the increased vulnerability of such children with regards to abuse and neglect as well as the additional barriers they may face, and has additional safeguards in place to protect them.

The school familiarises itself with the culture and beliefs of its pupil's families, and is alert to the possibility that children may be at risk of harm regardless of the setting they reside in.

### **The Voyeurism (Offences) Act 2019**

This legislation criminalises certain acts of voyeurism known as 'upskirting'. This is where someone uses equipment to observe or records an image under a person's clothing (not necessarily a skirt) without their permission and / or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or causing the other person humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. Staff should handle any allegations in line with the School's Safeguarding and Child Protection Policy.

### **Prevention**

In line with our Safeguarding and Child Protection Policy, the concept of prevention lies at the heart of the school's approach. We aim to achieve this primarily through the promotion of a positive school atmosphere, careful and vigilant teaching, strong pastoral care, the promotion of our core School values, the provision of effective support to pupils and of good adult role models. The school's whole-school approach includes formal classroom opportunities for pupil learning via our PSHE curriculum. This is supplemented by support from external agencies who provide assemblies, talks and workshops for our pupils.

The concepts of kindness and respect are central to our school values and form the basis not just of school assemblies and talks from school leaders, but also our approach to rewards and sanctions. As

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<sup>1</sup> Hackett, S (2010). Children, young people and sexual violence. In Barter C and Berridge, D (eds) Children behaving badly? Exploring peer violence between children and young people.

such, incidents of sexual harassment and/or sexual violence can be considered serious breaches of the principles on which life at the school is based. We therefore aim to endeavour that all pupils have little doubt about the sort of behaviour and conduct which we expect of them during their time at the school.

In addition, all staff who work with children undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively. All new staff undergo initial training in safeguarding and child protection, including training relating to the school's safeguarding policies and procedures and the role of the DSP, as part of their HR induction, and all staff receive Level 2 child protection training at least every two years to ensure that their knowledge and expertise are up to date.

Our Safeguarding and Child Protection Policy is available to all and parents and members of the public via the school website.

### **Responding to reports of sexual violence and/or sexual harassment**

Safeguarding is everyone's responsibility and the school will take a proportionate, child centred approach that is based on the individual needs and circumstances of each child dealing with reports of sexual violence and/or harassment. The school understands that children exhibiting harmful sexual behaviour should be recognised as children first and their care and support needs should be considered.

Incidents of alleged sexual violence and/or harassment are likely to be complex, requiring swift and sensitive handling. Decisions concerning allegations and incidents are taken on a case-by-case basis with the support of other agencies (e.g., Monmouthshire Safeguarding, the Police and other local agencies where appropriate and relevant). This Policy applies to all alleged incidents which have taken place when a pupil or pupils have been under the care of the school.

In the event of an incident of sexual harassment and/or violence alleged to have taken place when a pupil or pupils have not been under the care of the School, the School will act in accordance with this policy and the School's Safeguarding and Child Protection Policy.

If any concerns or allegations relating to sexual harassment and/or violence are disclosed to a member of staff, the following procedure must be implemented:

- The DSP (or deputy DSP) must be contacted immediately, if they are not involved in the initial disclosure, and they will then take responsibility for seeking any further advice or determining whether it is appropriate to make a report to social services and/or the police.
- An accurate, concise and clear written record must be made to include the information revealed by the child (using their words as best as possible); when the disclosure was made; to whom the disclosure was made; and action taken.
- If a report of sexual violence has been made, the DSP will make an immediate risk and needs assessment for the alleged victim, the alleged perpetrator and any other children who may be involved in the allegation.

**Staff will act in accordance with the School's Safeguarding and Child Protection Policy and, in particular, they will:**

- Recognise that, if a pupil has made a disclosure to them, then the child has placed them in a position of trust. They must be supportive and respectful of the child and respond sensitively.
- Ensure that the active offer principle of the use of the Welsh language is embedded in practice and consider any other language and cultural needs of the pupil.
- Reassure the pupil that they are being listened to and taken seriously and will be supported and kept safe. Children will be seen and heard and staff will not the impression that the pupil is causing a problem by reporting an incident of alleged sexual violence or harassment.
- Listen carefully without passing judgement but being clear about boundaries and next steps. Staff will not prompt or ask leading questions or adopt an interrogation approach.
- Indicate to the pupil what action they will take and make it clear that they may have to inform others. Staff will not give any guarantee of absolute confidentiality as there may be a need to pass on the information in accordance with the school's safeguarding and child protection policy so that the correct action can be taken.
- Make an accurate record of the conversation as soon as possible, distinguishing clearly between fact, observation, allegation, and opinion, noting any action taken in cases of possible abuse or neglect, and signing and dating the note. Consideration will need to be given as to the best way to do this, although best practice is to wait until the end of the disclosure before writing up a thorough summary.
- Remember that the priority is always to protect the child.

### **Confidentiality**

Staff will never give any guarantees of absolute confidentiality as it may be necessary to share information where this is in the best interests of the child.

The school recognises that information sharing is central to good safeguarding practice. The DSP will use their professional judgment when determining what information to share and will follow organisational procedures, including those set out in the School's Safeguarding and Child Protection Policy, and act in accordance with data protection legislation.

### **Anonymity**

Not all allegations of sexual violence or sexual harassment will end up in the criminal justice system, but, where an allegation does progress through this system, the school understands that effective safeguarding practice will require it to do everything it reasonably can to protect the anonymity of any children involved in a report of sexual violence or sexual harassment. The DSP will therefore only share information with key staff on a 'need-to-know' basis (for example, HMs / HOYs) who will be directly responsible for providing support to those children involved. Due consideration must also be given to the possibility that information and alleged victims' identities will be posted online via social media, and steps taken to mitigate this risk.

### **Assessing Needs and Risks**

It is vital that when a report of sexual violence has been made, the DSP conducts an immediate assessment of the risks to and needs of:

- the alleged victim, especially their protection and support;
- the alleged perpetrator, identifying a member of staff to support them
- any other children who might be involved and/or be alleged victims;
- all other children at the school.

Risk assessments will be recorded and kept under review by the DSP to allow adequate measures to be put in place to protect the children involved and keep them safe. These risk assessments will:

- assess and address the nature/level of risks that are posed and/or faced by the child(ren)
- draw upon local services and agencies to endeavour that the child(ren)'s needs are met in the long-term, and engage with parents unless there is a compelling reason not to (e.g., doing so might place the child at greater risk)
- consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any children
- be reviewed at regular intervals in light of the child(ren)'s on-going needs to endeavour that real progress is being made which benefits each child.

If at any stage any child's needs escalate, the DSP will contact the Monmouthshire Safeguarding Team via MARF or Child Duty team (01291 635669 or [childduty@monmouthshire.gov.uk](mailto:childduty@monmouthshire.gov.uk)) to determine the appropriate course of action.

As a boarding school, where children not only learn together but also live together within House communities, particular attention should be given to ways in which alleged victims and alleged perpetrators can be kept apart from each other around the school sites including classroom blocks, the dining-halls, social spaces such as the Sixth Form Common Rooms and also boarding Houses.

### **Immediate action following a report**

When the member of staff to whom the disclosure has been made has passed on their report to the DSP, they should now withdraw from the process but remain vigilant. When reviewing any report of alleged sexual violence or sexual harassment, the DSP should act in the best interests of the alleged victim whilst also understanding their broader duty to protect other children. In particular, the school accepts that it is important to take the wishes of the alleged victim and how they want to proceed into consideration. To this end, as far as is possible, the alleged victim should be given control over the support they will receive and how the investigation will proceed. This will, however, need to be balanced with the school's duty to protect other children.

The DSP will need to consider:

- the nature of the alleged incident, including whether a crime has been committed and / or whether the sexual behaviour could be classified as harmful;
- the ages of the children involved, especially if the alleged perpetrator is significantly older than the alleged victim;
- the developmental stages of the children involved;
- whether the alleged incident forms part of a wider pattern of abuse or is a 'one-off';
- whether there is any power imbalance between the alleged perpetrator and alleged victim;
- whether there are ongoing risks to the alleged victim, other pupils, or School staff;
- other related issues and the broader context.

Staff will always act in the best interests of the child and in accordance with the school's Safeguarding and Child Protection Policy.

All allegations of sexual harassment and/or sexual violence will be different and must be dealt with on a case-by-case basis. In all incidents, however, the DSP will need to consider carefully at which point to inform the alleged perpetrator that an accusation has been made against them. For incidents where referrals to children's social care and the police are made, the DSP will be guided by advice from those agencies when deciding upon next steps. In some cases of alleged sexual violence it may not be appropriate for the School to investigate or to immediately inform the parents of the alleged perpetrator. In such cases, the DSP will be guided by advice from children's social care and the police. This does not, however, stop the school from taking immediate steps to safeguard the children involved, where required.

When a member of staff sees signs in the behaviour or attitude of a pupil which causes him or her concern, the DSP must be informed. The DSP is likely to consider four possible scenarios for the response to any report of sexual violence or sexual harassment.

### **1. Managing Internally**

This option will most likely be followed for incidents of sexual harassment which are 'one off', and where the school considers that the children involved do not need early help or require referrals to statutory services, and it would be appropriate to handle the matter internally (for example, by utilising their behaviour policy or providing pastoral support).

The school will take into consideration the age and understanding of the alleged victim when deciding whether the line between sexual harassment and sexual violence has been crossed.

Underpinning the School's response is the principle that the school has a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. All discussions, interviews, decisions and reasons behind decisions will be recorded.

### **2. Early Support**

This option is similar to managing internally, but will be adopted if the DSP decides, that all or some of the children involved in the incident may benefit from targeted early support services to prevent harm to them and to other children. The school recognises that such an approach is likely to be more effective in promoting the welfare of children than reacting later.

In such cases, the DSP will work in collaboration with the Monmouthshire Children's Services team to discuss the incident and concerns surrounding it, as well as agreeing on a course of action, which may also include some form of disciplinary action as detailed above.

Disciplinary interventions may be employed but these alone will rarely solve issues of sexual harassment, and the school will always consider wider actions which may need to be taken, and any lessons that may need to be learnt going forwards. This will include employing specialist and pastoral support as appropriate, such as the School Counsellor, boarding House staff and external support agencies.

Underpinning the school's response is the principle that the school has a zero-tolerance approach



to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. All discussions, interviews, decisions and reasons behind decisions will be recorded.

### **3. Referral to Monmouthshire Children's Services**

If, in the judgement of the DSP, a referral needs to be made to the relevant child protection / safeguarding service as soon as a concern is identified, and if made in person or by telephone they must confirm in writing within 24 hours.

### **4. Reporting to the Police**

In general, all reports to the police will be carried out alongside a referral to the Monmouthshire Children's Services team.

Where a crime has potentially been committed, it is likely that the police will assume responsibility for investigating the alleged incident, and it is the duty of the DSP to collaborate with the police to allow the investigation to be carried out as sensitively and as effectively as possible.

The DSP must not wait for the outcome of any police investigation before taking steps to safeguard and protect the children involved, although care must be taken to ensure that the DSP does not act in a manner which might jeopardise any police investigation.

When an allegation has been reported to the police, the school should consult the police to agree what information can be disclosed to staff and others, especially the alleged perpetrator and their parents or carers. A discussion should also take place about the best way to protect the anonymity of those involved.

As the police investigation continues, the DSP will continue to engage with specialist agencies and pastoral staff in order to support the alleged victim(s) and alleged perpetrator as best as possible.

### **Ongoing Response**

The school understands that it has a duty to safeguard and support both the alleged victim(s) and the alleged perpetrator when a report of sexual harassment and/or sexual violence has been made.

Children involved in a report of harmful sexual behaviour should be able to continue their education and the school will put in place management plans to ensure that they can without risk to themselves or to other pupils.

### **Safeguarding and Supporting the Alleged victim(s)**

Where incidents of sexual harassment and/or sexual violence are alleged to have taken place, the following safeguarding principles should underpin all support given to alleged victims:

- The school must think carefully about the language used, for example, a child may not wish to be described as a "victim";
- Due consideration must be given to developmental stage of the alleged victim(s), the nature of the allegations and the risk of further abuse;

- The school must be aware that a power imbalance is likely to have been created between the alleged perpetrator and alleged victim(s);
- As well as protecting all children involved, the needs and wishes of the alleged victim(s) should be at the centre of any response;
- The priority should be to make the alleged victim's daily experience as normal as possible and to endeavour that the school is a safe space for them;
- The alleged victim should never be made to feel ashamed or that they are creating a problem;
- As all incidents will be different, and the proportionality of any response must be considered and support given on a case-by-case basis;
- It may be that the alleged victim(s) do(es) not disclose the whole situation immediately, so on-going open dialogue should be encouraged and ongoing support offered;
- Alleged victims are likely to have suffered some trauma and may struggle in normal school environments. They may therefore require support for a long time;
- The school must protect alleged victims from bullying or harassment as a result of any report made;
- If an alleged victim is unable to remain in the school and it is their wish to move elsewhere, the school will fully support them in this decision and the DSP will make any new institution fully aware of any ongoing support needs as well as passing on their CP file.

### **Safeguarding and supporting the Alleged Perpetrator(s)**

Where incidents of sexual harassment and/or sexual violence are alleged to have taken place, the following safeguarding principles should underpin all support given to the alleged perpetrator(s):

- The school must think carefully about the language used;
- The school has a duty not only to safeguard the alleged victim(s), but also a duty to provide an education and safeguarding support to the alleged perpetrator, and implement any disciplinary sanctions;
- Committing an act of sexual harassment or sexual violence may be a sign that a child has been abused themselves or a sign of wider, contextual issues within the culture of the S school which require addressing;
- All alleged perpetrator(s) are entitled to and should be provided with effective support and intervention which will enable them to understand and overcome the reasons behind their behaviour, thus protecting them from harm and protecting other children by limiting the likelihood of such behaviour in the future;
- Due consideration should be given to the age and developmental stage of the alleged perpetrator as well as the nature of the accusations;
- It is likely that any child will experience stress as a result of being the subject of allegations and/or negative reactions by their peers to accusations made against them;
- As all incidents will be different, proportionality of the response must be considered, and support given on a case-by-case basis;
- If an alleged perpetrator moves to another school, the DSP will make any new institution fully aware of any ongoing support needs and potential risks to others, as well as passing on their CP file.

### **Discipline and the Alleged Perpetrator**

The school recognises that alleged incidents of sexual violence and/or harassment will be different

and may range from lewd comments in a public space to accusations of rape. It is also possible that many incidents will be complex with different versions of events or different perceptions of events being presented by the alleged victim(s) and alleged perpetrator(s). It is therefore impossible for the school to pursue a clearly defined set of disciplinary actions for all alleged incidents and so a case-by-case approach will be adopted.

The full range of disciplinary sanctions, as detailed in the school's Rewards and Sanctions Policy (Pastoral Care Policy), may be applied.

Disciplinary action can be taken even whilst other investigations by the police and/or the children's social care are ongoing. In such cases the school may take a decision, based on the balance of probabilities, about what happened and impose a disciplinary sanction accordingly. This will be done independently of any investigation undertaken by an external authority. This should be done on a case-by-case basis, with the DSP taking the lead and with consideration whether such action would prejudice any ongoing investigation or subsequent prosecution. Any decision/sanction taken by the school will be reviewed at the conclusion of any external investigation and/or proceedings.

The school will maintain its neutrality and independence at all times within any investigation or action for the sake of both the alleged victim and the alleged perpetrator. If a report is found to be unsubstantiated, unfounded, false or malicious, the DSP will consider whether the person who made the allegation is in need of help or may have been abused by someone. If the report is found to be deliberately invented or malicious, the school will consider whether any disciplinary action is necessary.

The school understands that disciplinary interventions alone will rarely solve issues of sexual harassment and/or sexual violence, and the school will always consider wider actions which may need to be taken and any lessons that may need to be learnt going forwards, including in relation to those who may have witnessed sexual violence and who may need support as a result. This may involve employing specialist and pastoral support as appropriate, such as the School Counsellor, boarding staff and external support agencies, as well as restorative approaches such as mediation.

### **Parents**

The school recognises that the support of parents and carers is helpful in promoting engagement and successful outcomes. Parents will be informed of the school's policy in relation to harmful sexual behaviour and may be asked to speak with their child about sexual issues or to model appropriate and respectful sexual attitudes and language.

### **Review**

This Policy is reviewed regularly and at least annually and is subject to immediate review in line with statutory changes as and when they take place.

**APPENDIX A: Hackett's continuum model of sexual behaviour**

<b>Normal</b>	<b>Inappropriate</b>	<b>Problematic</b>	<b>Abusive</b>	<b>Violent</b>
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviour	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Coercion and force to ensure compliance	Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour
Shared decision making	Generally consensual and reciprocal	Consent issues may be unclear	Intrusive	Intentionally inflicting pain and/or humiliation
		May lack reciprocity or equal power	Informed consent lacking or not able to be freely given	
		May include levels of compulsivity	May include elements of expressive violence	

**APPENDIX B:****External Support Agencies available for the alleged victims of sexual harassment and/or sexual violence**[Barnardo's](#)

UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

[CAMHS](#)

Child and adolescent mental health services

- Internet Watch Foundation (to remove potentially illegal images)

[Victim Support](#)

A national charity dedicated to helping anyone affected by crime – not just victims and witnesses, but friends, family and anyone else caught up in the aftermath.

[Rape Crisis](#)

A national charity offering confidential help, advice and a range of Rape Crisis Centres around the UK.

[Galop](#)

A national charity providing advice and support to members of the LGBT community.

[NSPCC](#)

Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

[Survivors UK](#)

A national charity supporting men who have been raped or sexually assaulted.

[Refuge](#)

Refuge supports women, children and men with a range of services, including refuges, independent advocacy, community outreach and culturally specific services.

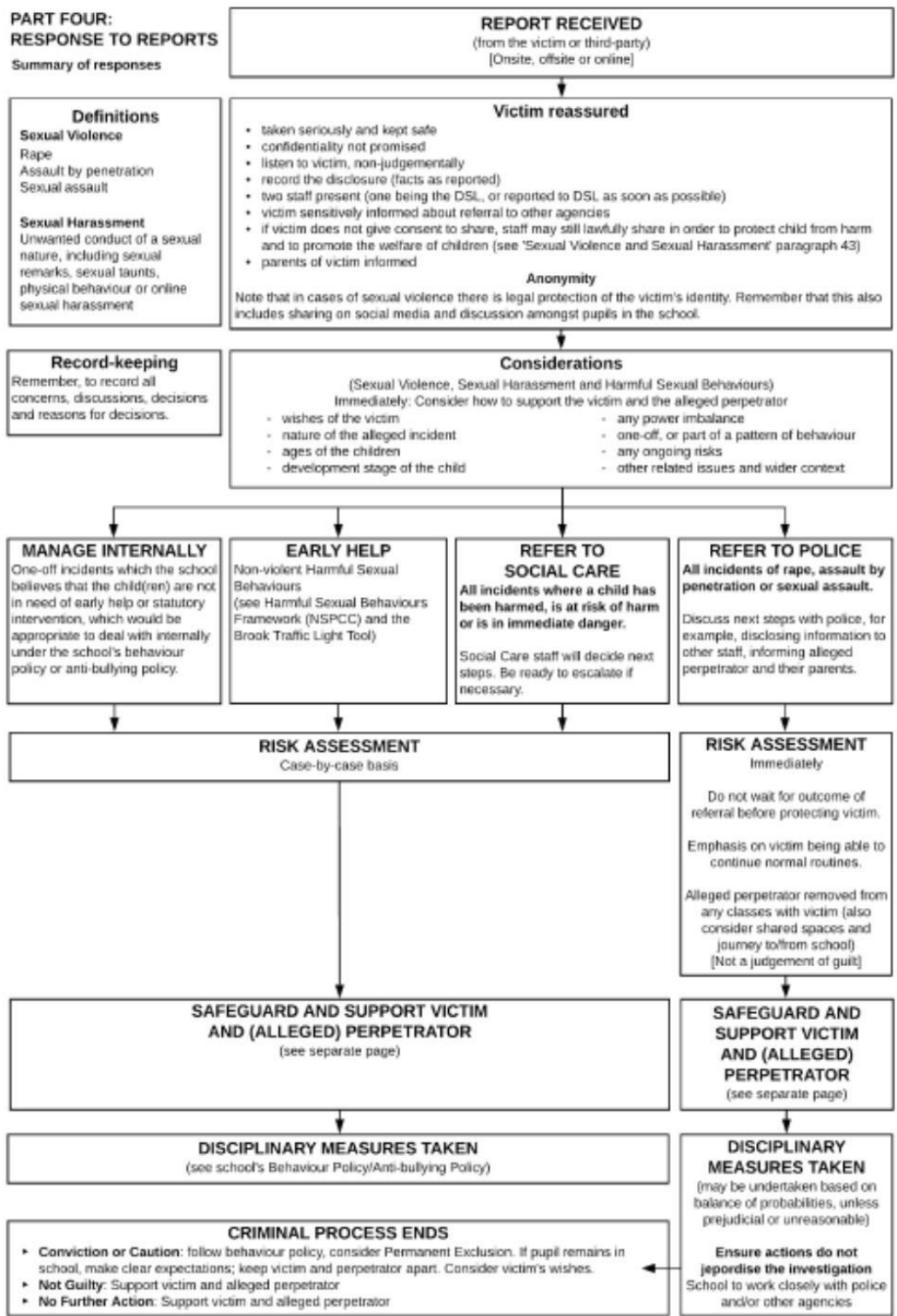
[Women's Aid](#)

Women's Aid is a national charity working to end domestic abuse against women and children.

[Men's Advice Line: 0808 801 0327](#)

Confidential helpline for men experiencing domestic violence from a partner or ex-partner (or from other family members).

POTENTIALLY USEFUL OTHER INFORMATION



Source: Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2018)

SVSH Flow Chart for Schools 2018 v.1.1

## Safeguarding Handbook for Schools

**Safeguarding and supporting victims and alleged perpetrators**

<b>Victim</b>	<b>Alleged Perpetrator</b>	<b>Other children</b>
<ul style="list-style-type: none"> <li>• needs and wishes of victim are paramount</li> <li>• not made to feel they are the problem</li> <li>• consider proportionality of response</li> <li>• aim for victim to carry out normal routine</li> <li>• recognise that they may struggle in class and may need time out (if they wish)</li> <li>• be aware that they may not disclose the whole picture immediately</li> <li>• prepare for support over a long period and consider who is involved (internal and external)</li> <li>• if victim moves school, the Designated Safeguarding Lead (DSL) informs the new school of the need for continued support</li> </ul>	<ul style="list-style-type: none"> <li>• possible tension between discipline and support (these are not mutually exclusive)</li> <li>• consider age/ developmental stage/any SEND</li> <li>• proportionate response</li> <li>• consider unmet needs (for example, harmful sexual behaviours (HBV) in younger children may be a sign or abuse or trauma)</li> <li>• if (alleged) perpetrator moves school, the Designated Safeguarding Lead (DSL) informs the new school of the issues and transfers the child protection file</li> </ul>	<ul style="list-style-type: none"> <li>• witnesses may need support (especially in cases of sexual violence)</li> <li>• avoid allowing pupils to 'take sides'</li> <li>• minimise potential for bullying or victimisation in school and on school transport</li> <li>• be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed)</li> <li>• develop safeguarding culture</li> <li>• constantly review reporting procedures and responses</li> <li>• consider potential for systematic and environmental weaknesses</li> </ul>

**Sexual Violence and Sexual Harassment – Implementation Checklist****Staff Learning and Development**

- Senior Leadership Team
- Governing Body
- Designated Safeguarding Leads
- Pastoral Leads
- PSHE/SRE Leads
- All staff

Consider how specialist, external organisations could support the development of staff knowledge and understanding in this area.

**Pupil Curriculum**

- Developing healthy, respectful relationships
- What is consent?
- What is sexual violence/sexual harassment?
- Content in SRE/PSHE, other curriculum areas?