

Samuel Ward Academy Harmful Sexual Behaviour Policy

June 2021

Purpose and scope of this policy

This policy outlines our approach to dealing with and minimising harmful sexual behaviour in school. It seeks to develop a common language to talk about harmful sexual behaviour and common approaches to challenging harmful sexual behaviour. Where necessary, sanctions will be set in accordance with the behaviour policy. Safeguarding will be conducted in accordance with the safeguarding policy.

This policy has been developed by the Expect Respect Working Party, consisting of:

- Andy Hunter, Headteacher, DSL
- Sue Kehr, Chair of Governors
- Sophie Ireland, Associate Senior Leader and acting Behaviour Lead
- Daisy Stevens, Head of Year
- Buster Maltby, acting Head of Sixthform
- Mary Coe, deputy DSL
- James Grover, Head of PSHE

And further developed in consultation with student representatives from each year group.

Section 1 – Our Approach

Definitions

At SWA, we use the following definitions of sexual violence:

Sexual Assault

Any sexual act carried out without consent. Without consent, everything from skirt lifting, bra strap ‘snapping’ through to touching of breasts, buttocks and genitals and rape is sexual assault. Sexual assault does not necessarily involve other physical violence and does not necessarily leave any visible injuries or marks.

Sexual Harassment

Any unwanted sexual actions that leave someone feeling uncomfortable, intimidated or humiliated. That could include but is not limited to sexually degrading comments or gestures, staring or leering at someone’s body, sexual jokes or propositions, Sexual content sent on-line, physical behaviour including unwanted sexual advances or touching, displaying sexual images, offering rewards for sexual acts or favours. Sexual harassment might be repeated behaviour or a one-off incident.

Curriculum and ethos

We will ensure that all students are taught about harmful sexual behaviour through our RSHE curriculum. In addition, we will ensure that all students are taught that every member of the community has a right to Expect Respect from every other member of that community. The Expect Respect agenda will be delivered through the PD syllabus – in PD

lessons, assemblies and tutor time activities. It will be supported by posters reminding students of the ethos of Expect Respect.

We believe that by giving students the language of Expect Respect, we are empowering them to challenge each other in a non-confrontational way when they witness lower level incidences of harmful sexual behaviour – jokes which trivialise gender violence, objectification of other students, misogynistic ‘banter’ etc. This is in no way intended to replace disclosure to staff, but rather to recruit the wider student body to defend everyone’s right to Expect Respect.

Recording and monitoring of harmful sexual behaviour

We will undertake student focus groups in KS3, KS4 and KS5 annually as part of our monitoring of the prevalence of HSB and the ethos of Expect Respect. We will use the model suggested by the Contextual Safeguarding Network to conduct those focus groups.

We will encourage students to report all incidences of HSB.

Sexual assault should always be treated seriously and both sets of parents or carers should be informed. In addition to school sanctions, social services or police should be informed as appropriate. Sexual harassment may be as serious as sexual assault, or may not be. Pastoral and safeguarding teams will use their judgement when deciding how far to involve parents and other agencies. That decision should never be taken by one member of staff in isolation.

All reported incidences of HSB will be recorded on both Go 4 schools and CPOMS.

For the purposes of safeguarding, all incidents relating to HSB will be recorded on CPOMS with the tag SEXUAL INCIDENT.

For the purposes of tracking and monitoring, incidents will be recorded on Go 4 Schools as either SEXUAL HARASSMENT or SERIOUS SEXUAL INCIDENT OR ASSAULT. That will allow us to differentiate between those two categories of HSB.

We will check as part of our regular safeguarding monitoring that the total number of HSB incidents on Go 4 Schools is equal to the total number of HSB incidents on CPOMS.

HSB will be included as a category for analysis on the half termly behaviour data report.

The location of all incidents will be recorded. Any location ‘hotspots’ will be risk assessed for student safety.

The current buildings were risk assessed for student safety as part of the building process and cameras located strategically to avoid behaviour blind-spots. Any new buildings will undergo a similar process.

Training

All pastoral staff will attend an on-line HSB course.

Parents will receive an HSB communication annually – Here’s what we’re doing, what can you do?

HSB will be included in the routine safeguarding training undertaken with all staff in the school, and this policy will be added to staff induction pack.

Governors will receive a briefing note on HSB. Governors will receive information on levels of HSB as part of routine data-sharing

Section 2 - Guidelines for staff when dealing with harmful sexual behaviour

We are aware that there is a spectrum of gender identity and that gender is wider than the binary of boys and girls and males and females. This is one of the reasons why gender stereotyping is unhelpful and damaging as sexism leads us to believe that boys and girls should present themselves in certain ways.

Sexual assault or sexual harassment

Any incidence of HSB which is witnessed or disclosed should be referred immediately to the relevant pastoral team or safeguarding team as appropriate. All incidents of sexual assault will generate a risk assessment. Some incidents of sexual harassment will generate a risk assessment. Risk assessments should be conducted in accordance with the Harmful Sexual Behaviour Risk Assessment and Risk Management Plan guidance document. The Risk Assessment document can be found as **Appendix A** at the end of this document. The Risk Management Plan is attached as **Appendix B**.

Abusive, insulting or sexualised language

Terms such as slag, sket, whore and bitch are used to demean girls and women. This includes use of words to describe women's genitalia as terms of abuse, e.g. pussy. These terms should be treated as seriously as racist or homophobic language. This language along with sexist or sexualised insults about clothing, body shape or related to sexual activity should be treated as unacceptable within educational settings.

As with other forms of prejudicial language, sexist language is not always intended to hurt, but it will still have a negative impact on all genders because of the unconscious bias or inequality it promotes.

Sexist assumptions and stereotypes

'Only boys can...' or 'girls are better at'. This can include attitudes such as women being too easily offended, girls or women being bossy rather than assertive, and boy or men not expressing their emotions. This can be responded to by pointing out role models who counter these stereotypes or by asking where these ideas come from 'Who says...?' Care needs to be taken to challenge what is termed as banter or jokes at the expense of women or girls. Suggestions that females are inferior to males or that they should have a subordinate role should always be challenged by reference to equalities law.

'Benevolent' sexism

Chivalrous attitudes to girls and women that appear positive and favourable, but are based on women being 'weaker', needing protection, and can include complimenting pupils based on gendered stereotypes should be avoided or challenged when heard. However, this does

not mean that we do not encourage all children and young people to be polite, kind and respectful to all.

Using girl as an insult or being told to 'man up'

Phrases like 'crying (or throwing) like a girl' imply that girls are physically and emotionally weak. Similarly telling someone to 'man up' or 'grow a pair' assumes courage, strength and determination are male characteristics. Find non-gendered alternatives e.g. "Dig deep".

Gendered Language

The English language appears to have evolved on the assumption that the world is male: 'the man in the street', 'manning the phones', the 'tax man' and so on. This language can make girls feel their contribution to society is invisible or useless. Counter this with appropriate alternatives such as police officer or fire fighter.

It is important to remember that whilst many of the words used to describe men are positive, words used to describe women often have negative connotations. Examples here include bachelor and spinster, sir and madam. Some insults directed towards men refer to women (e.g. 'old woman', 'son-of-a-bitch').

School staff can take care with how they use gendered language. For example: 'I am looking for two strong boys to volunteer to move the tables.' Using non-gendered language such as students, people or folk would be preferable. Avoid making assumptions about who is at home or who may perform certain tasks in the home.

Historical, dated language and devaluing terminology

Some of the language used in schools implies a difference of status and its use could be reflected on. For example, Miss and Sir or the use of Ladies and Gentlemen. Adult females should be referred to as women not girls. Terms of endearment and how they are received could differ according to regional or class differences but should be used with care because of the implicit messages that could be given.

Talking about school uniform

There has been a lot of recent media discussion about school responses to girls wearing short skirts. Whilst schools have every right to enforce school uniform policy some of the language used to do this has implied that by wearing short skirts girls are then responsible for the sexual abuse or harassment that they receive.

Therefore, staff need to find language which encourages compliance with the uniform policy, but without implying that what someone wears can make them responsible for any verbal or other abuse. Schools should therefore adopt a clear script for staff to use to enforce this and potentially other parts of the policy. For example:

At our school we dress for business / learning and so we require clothing which is in keeping with this.

We have a uniform policy that supports a professional approach to learning, and prepares students for the workplace, what you are wearing is not in keeping with this policy.

Uniform and make-up policies should be equally applied to all genders. PSHE can additionally be used to explore the right all people have to wear the clothing they want to (be it headscarves or short skirts) without being abused or fearful of being abused and to explore media representations of women.

Challenging or responding to our colleagues

Challenging our peers or managers can be a really challenging thing to do as we will be keen to maintain a working relationship. Speaking with another colleague or line manager and practicing a response may be helpful before having a conversation with a colleague who you think has made a prejudiced remark. Having a stock response 'But not all girls / boys...' may be helpful and in the case of serious incidents these will need to be referred to a more senior member of staff to consider.

Principles for challenging

Challenge all incidents, behaviour and language and be seen to be doing this – even when it is presented as a 'joke'.

Be mindful of what happens next with friendships and other spin-offs and seek to challenge in a way that educates and does not humiliate.

Role model how to challenge and how to take a stand in a non-aggressive way so that the group can be effective without you.

Show that you are delaying judgement (if a situation is unclear) by asking questions, but be clear that sexism is unacceptable.

Give those who have made comments a chance to back-track: self-justify, own or modify their behaviour and apologise.

Scripts or prompts for challenging - Organisational response

The school doesn't tolerate [sexist] language like that.

The school policy says that we are all responsible for making this a safe place for everyone.

That kind of language is sexist and makes others feel unsafe.

That is inappropriate/sexist behaviour/language.

Scripts or prompts for challenging - Questioning response

What makes you think that?

What do you mean by that?

Let's talk about why people think like that.

How do you think that comment will make the women around you feel?

Scripts or prompts for challenging - Confronting response

Language like that is not acceptable.

A lot of people would find that offensive.

Sexist language is as insulting as racist or homophobic language.

[Scripts or prompts for challenging - Personal response](#)

I'm not happy with what you said.

I find that language really offensive.

I don't agree with that, because...



Appendix A

Harmful Sexual Behaviour Risk Assessment

Pupil's name:
 Pupil's D.O.B:
 School year:

Social worker (if allocated):
 Police (if involved):

Meeting date:
 Names and roles of those present (child, parent, DSL, any other professionals):

Context

Risk categories to consider

Future proximity of the victim(s) and perpetrator(s): Areas of the school

It may be necessary to duplicate areas of this template to adequately consider the various areas of the school site accessed by the child to whom it pertains. For example, if the child is taught in different classrooms/group rooms throughout the week, consideration should be given to each teaching space, therefore duplication of section A may be necessary. The child may access different toilet facilities and arrangements for accessing toilets may vary at different times of day (e.g. during lessons, during break/lunchtimes, during clubs) so duplication of section B may be advisable.

		YES	NO	RISK IDENTIFIED? If so, address in risk management plan
A.	Classrooms – do they present a risk?			
1	Do the victim(s) and alleged perpetrator(s) share a classroom?			
2	Are you able to be flexible regarding the seating plan and layout of the classroom?			
3	Are there any blind spots within the classroom which could create a risk?			
4	Have you maintained areas where children can still be creative but continue to be observed?			

5	Are there procedures in place for children leaving the classroom? (for example, to take the register to the office)			
6	Are there periods during the day during which children may be unsupervised in the classroom?			
B.	Toilets – do they present a risk?			
1	Whilst visiting the toilet, are pupils out of sight of staff?			
2	Can you manage the use of the toilets so that only one child uses them at a time?			
3	Are staff allocated to monitor toilets in a discrete and unobtrusive manner?			
4	Are the toilets unisex?			
5	Are the toilets used by children of different ages?			
6	Does the location of the toilets cause a problem?			
C.	Hallways and walkways – do they present a risk?			
1	Are children supervised or able to be seen at all times (e.g. through windows)?			
2	Are there any cupboards or empty rooms which could be accessible to children?			
3	When moving from one area to another, are children supervised at all times?			
D.	Outdoor Spaces – do they present a risk?			
1	Are children able to be seen at all times from all areas of the playground?			
2	Do staffing levels afford adequate supervision of all areas?			
3	Is there a need to make certain areas 'out of bounds' temporarily or permanently?			
4	Do you need to involve more staff/older pupils to lead children in constructive play?			
E.	Changing for PE / swimming (this applies to in-school and external facilities) – do they present a risk?			
1	Does the changing area cause a problem?			

2	Are staff able to supervise changing appropriately and according to the needs and age of the children concerned?			
F.	School Transport - does this present a risk?			
1	Does the child travel by school bus or taxi?			
2	Do the arrangements for travelling by school transport cause a problem?			

Future proximity of the perpetrator(s) and victim(s) - School Routines

		YES	NO	RISK IDENTIFIED? If so, address in risk management plan
G.	Before School – is there a risk?			
1	Are arrangements for supervision before school adequate?			
2	Do arrangements for coming into school pose problems, for example access to cloakroom areas?			
3	Do arrangements for late arrivals cause any issues regarding supervision?			
H.	During lessons/lesson change overs – is there a risk?			
1	Are there any lessons or activities which pose additional risk, for example caused by the movement of children or due to levels of supervision required?			
2	Is there a risk during lesson change overs? (For example, might one of the parties need to leave early?)			
I.	During breaktimes – is there a risk?			
1	Is supervision adequate during breaktime, including the movement of children from classroom to playground?			
2	Are arrangements for supervision adequate in the event of inclement weather necessitating indoor break time?			
3	Does the “victim” need a separate space at breaktime?			

4	Does the “perpetrator” need a separate space at breaktime?			
J.	During lunchtimes – is there a risk?			
1	Is supervision adequate in the lunch hall?			
2	Does consideration need to be given to alternative provision over the lunch period, e.g. access to lunch club?			
3	Are arrangements adequate in the event of inclement weather necessitating indoor lunchtime?			
4	Does the “victim” need a separate space at lunchtime?			
5	Does the “perpetrator” need a separate space at lunchtime?			
K.	In the medical room – is there a risk?			
L.	Outside school hours/at special events – is there a risk? (Consider adding a specific section to the risk assessment to address these issues where relevant).			
1	Does consideration need to be given to any out of hours arrangements such as wrap around care or clubs?			
2	Does the age range of children accessing wrap around care or clubs pose any additional risk?			
3	Are there any forthcoming events in the school calendar which need to be planned for on an individual basis, e.g. school trips, sport’s days?			
4	Are there any residential trips planned? <i>If so, an additional separate risk assessment is recommended.</i>			
M.	Social media/gossip – does this present a risk? (Consider adding a specific section to the risk assessment to address these issues where relevant).			

Preventative Education Through PSHE Teaching

		YES	NO	RISK IDENTIFIED? If so, address in risk management plan
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N. Children/Young People				
1	Have all children been taught what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?			
2	Have all children been taught about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe?			
3	Have all children been taught that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact?			
4	Have older children been taught about consent?			
5	Are all children aware of whom they can go to if they have a worry/concern?			

Raising Staff Awareness

		YES	NO	RISK IDENTIFIED? If so, address in risk management plan
O. Staff				
1	Have all staff, including volunteers and Governors, read Part 1 and Annex A of Keeping Children Safe in Education 2020 and are they aware of their safeguarding responsibilities?			
2	Are all staff (including volunteers) aware that 'peer on peer' abuse forms part of the school's safeguarding response?			
3	Have all staff (including volunteers) received training about how to spot signs and indicators of abuse and how to respond to a child who makes a disclosure?			
4	Are all staff aware of the process for passing on concerns and aware of the identities of the Designated Safeguarding Lead and their deputies?			
5	Are all staff aware of the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2019?			

6	Have all appropriate staff been informed of the concerns around this child on a 'need to know' basis?			
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Child's Voice

It is good practice to try to elicit the child's views, obviously in a way which is appropriate to their age and stage of development, and to feed into the risk assessment and risk management plan. Questions it may be worth exploring with the child include: Whereabouts in school do they feel safe and unsafe? What times of day do they feel safe and unsafe? What could help them to feel safe? Which adults do they feel they can talk to in school about their worries?

Appendix B
Risk Management Plan

Pupil's name:

School year:

Pupil's D.O.B:

Staff member leading the plan (DSL/deputy DSL):

Date of plan:

Present:

Context (brief description of why the student requires this risk management plan):

Discussion Areas (informed by the risk assessment)	Action (what needs to happen?)	Deadline and person responsible	RAG (with date)
Positives (what's working well?):			
Parent's view: Pupil's view: School's view:			

Negatives (what are we worried about?). Issues or areas needing more support:

Parent's view:

Pupil's view:

School's view:

Action taken previously by the school:

Summary of next steps:

Agreed reviews/meetings

Date	Activity	Notes

Other agencies involved and contact details

Name	Agency	Contact details

Ratified by the Governing Body 30th September 2021