

Managing incidents of child on child Harmful Sexual Behaviour (HSB) including sexual harassment and sexual violence

Sexual violence means intentional touching of private parts including breasts, bottoms and male and female genitalia.

Sexual harassment means unwanted conduct of a sexual nature - such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment of a sexual nature.

A thorough risk assessment of each individual incident will inform whether we need to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

We have a 'zero-tolerance' approach to sexual harassment and sexual violence within school and encourage children to report incidents and concerns to a trusted adult immediately.

Our school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

We do not tolerate this behaviour, but we will support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support as well as the alleged victim(s), so they can change their behaviour.

Different sanctions will be appropriate for different 'levels' of sexual behaviour and language. The context will impact on how we handle each incident.

We may consider the following sanctions as a consequence for these behaviours:

- After all incidents we will make the parents/ carers of the perpetrator and victim aware
- After serious incidents of HSB, we may involve the police

Sanctions might include:

- A stage 1 or 2 verbal warning
- A stage 3 reflection with the teacher at breaktime or lunchtime.

- A phone call to parents/carers
- A stage 4 period of internal exclusion (length will be dependent on incident)
- A stage 5 suspension (fixed-term exclusion) - length dependent on incident - or permanent exclusion

We will address a 'low-level' incident such as a sexist comment through our personal development curriculum and values curriculum to promote respect.

The DSL/ DDSL will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

We will always consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (these will take place at the same time)

We will only use exclusion from school only in the most severe cases, for example if the police recommend we exclude a pupil after an incident of sexual violence. The decision to exclude a pupil will be lawful, reasonable and fair.

After a severe case, if a pupil remains on school site, we will place the perpetrator(s) in a safe isolation space to safeguard the other pupils.

In individual cases, we may take the wishes of the victim(s) into account. We will always keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). The length of time that this is implemented for will depend on the severity of the incident.

We will listen to the victim(s) and their wishes may inform our response, but we will make the final decision with agreement between the DSL and the SLT.

Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. We strive to create a culture and ethos of respect, tolerance, acceptance and diversity that makes it easier for pupils to call out incidents of sexist or inappropriate sexual language and/ or behaviour.

We will encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

We will:

- Take pupils safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

We will make it clear that reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early to stop behaviours escalating to harmful sexual behaviours

We will promote healthy and appropriate behaviours through our Relationships and Health Education (RHE) curriculum. This will cover important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

When offering support to the alleged perpetrator(s), we are condemning the behaviour, not the pupil(s). Sometimes when pupils demonstrate harmful sexual behaviour, this can be a sign of abuse. We will offer the pupil(s) a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. We condemn the behaviour, not the pupil(s) - otherwise they may not feel safe to open up about their own experiences. We may identify that additional support is required for the perpetrator(s) following further exploration of an incident.