

Sexual Violence and Harassment

1. Aims

All Anglian Learning academies will adopt a whole academy or college approach to safeguarding and child protection and will promote the principle within all settings that sexual harassment and sexual violence is not acceptable and will not be tolerated.

This will involve everyone in the Trust, academy or college, including Trustees, the governing body and all staff, children and young people and their parents or carers. All parties will understand that sexual violence or sexual harassment will not be passed off as 'banter', 'part of growing up' or 'having a laugh' and staff will be expected and supported to challenge and report all incidents of concern, however minor they may seem.

Safeguarding procedures with regard to sexual violence and sexual harassment will be transparent, clear and easy to understand for staff, pupils, parents and carers. Academy websites and information sharing will make clear to pupils and their families the procedures they can follow if they have concerns or wish to make a disclosure follow.

All allegations and disclosures will be taken seriously and managed without judgement.

All academy leaders, when faced with a report of sexual violence and/or sexual harassment will give immediate consideration as to how best to support and protect the victim and the alleged perpetrator through in-school provision whilst simultaneously engaging and working with external agencies.

The Relationships Education curriculum in primary academies and the Sex and Relationships curriculum in secondary academies must build a coherent understanding of the nature of healthy relationships and support all pupils to manage their relationships well. Pupils will be taught how to respond to inappropriate and unhealthy attitudes expressed towards them and will learn the sources of support they can access when any associated problems arise.

2. Action following a report of sexual violence and/or sexual harassment.

All academy schools and colleges will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the academy's or college's initial response. Where there are concerns that need support, advice or review beyond academy level the DSL should contact a peer DSL or the relevant Trust Director.

2.1. Important considerations must include:

the ages of the children / young people involved related to the following:

- the developmental stages of the children involved ([Brook traffic light assessment tool](#))
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- 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
- any power imbalance between those involved. For example, is the alleged perpetrator significantly older, more mature or more confident
- whether the victim has a disability or learning difficulty
- if the alleged incident is a one-off or constitutes a sustained pattern of behaviour
- if there are ongoing risks to the victim, other children, adult students or school or college staff
- what support the parents, carers and families of alleged victims and perpetrators may need and are entitled to
- any other related issues and wider context

3. Responses to disclosures of sexual violence and sexual harassment:

Disclosures of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Trust academies and colleges will prepare for potential disclosures by implementing approaches that include:

- staff and governor training ensuring their academy's approach to managing sexual harassment and sexual violence is fully understood as is the difference between them
- pupils learning appropriate attitudes and behaviours through staff modelling, through the RSE curriculum and throughout various aspects of the broader curriculum
- the academy making clear to pupils and parents the contacts and process for reporting any concerns
- all staff being trained to manage reports of sexual violence and harassment in accordance with each academy's safeguarding policies and procedures. This training evidenced and recorded

- effective links between this policy guidance and any other policies that establish the foundation for a calm, considered and appropriate response to any reports of sexual harassment or sexual violence. Including the academy's behaviour, RSE and anti-bullying policies
- ensuring that allegations will be reported to and overseen by the designated safeguarding lead (or deputy). Appropriate members of the senior leadership team being made aware of how they can best support the DSL and safeguarding team in the event of an investigation of this nature

3.1 Response to any report from a child or young person will ensure:

- victims are reassured that they are being taken seriously and that they will be supported and kept safe with immediate effect
- victims will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment
- victims will never be made to feel ashamed for making a report
- victims will be informed of all decisions about the next steps and any potential agency involvement
- alleged perpetrators are kept separate from the victim and are not judged
- parents and carers of victims and perpetrators are contacted and informed of any allegations in accordance with statutory guidance
- where a crime of potential crime is disclosed, it is reported to the Police and/or other relevant body as required by law or DfE guidance

4. Responsibilities - all academy staff must:

- understand they cannot promise confidentiality at any stage of the management process, especially in the initial stage. (It is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care representative) to discuss the next steps to be taken.)
- ensure that the victim understands what the next steps will be and who the information shared will be passed to
- set clear boundaries, recognising that a child or young person is likely to disclose to someone they trust. This could be any member of the school or college staff. Staff will always listen carefully, be supportive and respectful of the child or young person whether they are the victim of the alleged perpetrator
- not ask leading questions and only prompt the child where necessary with open questions – *where, when, what*, etc.

- devote their full attention to the child, recognising that it may be appropriate to make notes during the disclosure/discussion without appearing distracted. (especially if a second member of staff is present)
- only share the information and report with those people who are necessary in order to progress it

5. Recording disclosures

Staff will only record the facts as the child or young person presents them. Any records must not reflect the personal opinion of the note taker. All academy designated safeguarding leads (and deputies) must be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation and should only be factual, concise and without bias. All interview notes should be signed by all those present to ensure that they are agreed as an accurate representation of the meeting.

Staff must consider the best way to make a record of the disclosure. In immediate instances, best practice is to wait until the end of a discussion and immediately write up a thorough summary and upload to MyConcern or write directly onto the pupil profile on MyConcern (this should include both victim and perpetrator).

Staff must ensure that if procedures require that they formally interview a child that this is only done with another member of staff present (ideally one person will be the note taker and the other the interviewer). These two colleagues should meet before the interview to pre-plan questions to ensure that they are not leading and are sensitive. Children and young people should have the option for a parent/carer to be present.

5.1 Managing reports.

Designated safeguarding leads and deputies in addition to Governing bodies and proprietors will be aware that they can access detailed definitions on what constitutes sexual violence and harassment and advice to support their schools and colleges in the Department of Education [advice on sexual violence and harassment between children in schools and colleges](#). Annex A of this document should be signposted to staff offering links to further support and guidance.

6. Online sexual harassment and/or sexual violence:

Where the disclosure and/or reporting includes an online element, all leaders will follow their individual academy policies of searching, screening and confiscation. They will, as necessary, consult [searching, screening and confiscation at school](#) and follow the advice of [UKCCIS sexting](#) advice for schools and colleges. Staff must not view or forward illegal images of a child.

In reporting disclosures of online sexual harassment staff must:

- wherever possible manage reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy with one taking notes of the meeting)

- inform the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report

The above will allow for all academies to make decisions on a case-by-case basis, with the designated safeguarding lead (or deputy) taking a leading role and using their professional judgement, supported by wider agencies, such as children's social care and the police as required.

7. Risk assessments.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment [EST RA for primary schools](#) and [EST RA for secondary schools](#). 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 assessment is not intended to replace any detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

Risk assessments must be recorded using MyConcern. They must be added to the victim's and alleged perpetrator's files and should be kept under review. All updates will be uploaded to the individual's files. At all times, the school or college should be actively considering the risks posed to all their pupils and students and ensure adequate measures are in place to protect them and keep them safe.

7.1 The risk and needs assessment must consider.

- the victim, especially their protection, support and wishes
- the alleged perpetrator and their protection and support
- all other children and young people (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- if the alleged perpetrator attends any outside clubs where they could be perceived to be a risk. DSLs should share information on a need-to-know basis with safeguarding representatives of such clubs/teams etc.

Where the victim and alleged perpetrator are in the same year group elements in the risk assessment may include:

- moving the alleged perpetrator to different classes
- informing staff without disclosing details that the children/young people are to be kept separate
- sharing with staff relevant aspects of the risk assessment that will support keeping the victim and perpetrator safe
- ensure the victim and perpetrator know who their 'go to person' in school is

- allocate a safe space for the victim and the perpetrator to use as necessary
- allow time and allocate a discreet place for other agencies to visit the victim and the perpetrator in school
- consider transitions in corridors
- consider changing facilities
- consider unstructured times such as breaks and lunchtimes
- consider times of arriving at and leaving academy or college sites (are the victim and alleged perpetrator on the same bus, using the same cycle/pedestrian route?)
- consider the potential 'ripple effect' across the year and peer groups and any potential risk in this. For example- the victim's or alleged perpetrator's peers taking actions against either the alleged victim and/or perpetrator.

These considerations are in the best interests of both the victim and alleged perpetrator.

They are not an assumption of guilt by the academy.

The designated safeguarding lead (or a deputy) must ensure they are engaging 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.