Harmful Sexual Behaviour School Policy

An addendum to the Behaviour and Anti-bullying Policy

Contents

Version Control

Action	Name	Date
Prepared by	Lisa Tharpe	July 2023
Revised	Lisa Tharpe	September 2023
Approved by	Aaron Mulhern	September 2023

Review Date: September 2024

Ian Mikardo High School Policy on Harmful Sexual Behaviour

Statement of Intent

Our school has a zero-tolerance approach to any harmful sexual behaviour involving students and acknowledges that it could be occurring at Ian Mikardo High School and in our school community. The school is proactive in its approach to assessing prevalence, responding to incidents and challenging and changing behaviour. This policy applies to all governors, staff and students.

Schools and colleges have a statutory duty to safeguarding the students in their setting. We work together to foster an environment that creates healthy relationships for students.

Our whole-school approach encourages healthy relationships and works to prevent harmful sexual behaviour. We provide high quality education within the curriculum to reduce the likelihood of the situations occurring.

We recognise that harmful sexual behaviour is harmful to the student affected by the behaviours and the student who displayed the behaviour and provide ongoing support for all involved.

Our approach is to treat everything as a safeguarding incident in the first instance - we distinguish between behaviours that are exploratory and part of healthy age and ability appropriate development and those that may be harmful.

As a school we provide regular opportunities for school staff to understand what harmful sexual behaviours might look like and what they should do in the event of a report. We do this by providing training and regular updates where possible.

We also use the RSE curriculum to help educate students about these issues as well as regularly remind and promote reporting routes within school to ensure they know what to do should an incident occur.

Related Policies you should be read in conjunction with the HSB policy:

- Child protection and safeguarding policy
- Whistleblowing
- Behaviour and Anti-bullying policy
- Online safety
- Online Cyber Safety Procedure
- Acceptable Use Agreements
- Curriculum Policies

Leaders and Designated Safeguarding Leads (DSLs)

Our Senior Leadership Team and DSLs have ultimate responsibility in dealing with all incidents of harmful sexual behaviour, including online. It is the expectation that all incidents of harmful sexual behaviour/sexual violence and harassment are reported to the school in line with school safeguarding and child protection procedures. We ensure that our DSLs and their deputies receive

appropriate training so that they are confident in school safeguarding processes. They know when it is necessary to escalate and have information on what national specialist support is available to support all students involved in harmful sexual behaviour and are confident as to how to access this support when required.

Our DSLs and their deputies have an in-depth working knowledge of key documentation, particularly KCSIE 2023. We ensure that they receive appropriate specialist training, commensurate with their role, and provide ongoing training for all school staff.

It is the role of school leaders and DSLs to ensure that all staff and Governors receive training specific to harmful sexual behaviour and that it is included as part of induction.

Staff

It is the responsibility of all staff to have read and understood this policy and associated policies. All staff must report any incidents or suspected incidents of harmful sexual behaviour in line with school policy and ensure they are informed of the outcome. It is expected that all staff will challenge any harmful sexual language or inappropriate behaviour. Staff have a duty to ensure that the school environment is one which is safe, and which supports students to understand safe and healthy relationships and appropriate behaviour through delivery of our curriculum.

Trustees/Governors

We ensure our trustees/governors receive appropriate training about what harmful sexual behaviour is, when it can pose a risk to students and how to keep students safe. Our trustees/governors receive regular training and updates, both in terms of what sexualised behaviour is, but also how to effectively support establishments and their stakeholders whilst holding provision to account.

As part of the headteacher's report, our trust board and local governing board has the opportunity to monitor and evaluate the approach to harmful sexual behaviour to ensure it is adequate and effective. This includes evaluation of the curriculum, pupil voice activity and evaluation of parent/carer engagement. It is the responsibility of the trustees/governors to ensure that risks relating to these issues are identified, that a number of reporting routes are available, and that risks are effectively mitigated.

Students

All students have the right to learn in a safe, healthy and respectful school environment. Our students benefit from a broad and balanced curriculum. They are taught about healthy relationships and how and when to report and that a range of different reporting routes are available to them. Our students are encouraged to report any harmful sexual behaviour, even if they are not directly involved. All students will be listened to if they make a disclosure and will be treated sensitively - whilst we cannot guarantee confidentiality, their requests will be considered when supporting them.

Parents/Carers

We work hard to engage parents and carers by:

- Running regular in school sessions
- Sharing newsletters

Review Date: September 2024

- Sharing information online e.g., website and email
- Providing curriculum information
- Parent Days

Our parents and carers are made aware of how and when to report any concerns to the school, that all incidents will be handled with care and sensitivity, and that it may sometimes be necessary to involve other agencies.

Vulnerable Groups

We recognise that, nationally, vulnerable students may be more likely to be at risk of experiencing HSB. These include:

- A student with additional needs and disabilities
- A student living with domestic abuse
- A student who is at risk of/suffering significant harm
- A student who is at risk of/or has been exploited or at risk of exploited (CRE, CSE)
- A student who has previously been a Looked After Child.
- A student who goes missing or is missing education
- Students who identify as, or are perceived as, LGBTQI+ and/or any of the other protected characteristics
- Students displaying HSB have often experienced their own abuse and trauma. We work to ensure that any vulnerable student is offered appropriate support, both within and outside school, sometimes via specialist agencies

Training

Through the provision of good quality training and support, we strive to foster in our DSLs, and their deputies, a good understanding of HSB. This will form part of their safeguarding training. Supporting them in planning preventative education and measures, drafting and implementing an effective child protection policy and incorporating the approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding. The training includes:

- Brooks Sexual Behaviours Traffic Light Toolkit
- NSPCC training HSB
- Whole staff training (Technology Assisted Harmful Sexual Behaviour
- Child on Child Sexual Violence, Abuse and Harassment (SSS training)
- Child on Child Abuse (The Key)

Our training strategy supports staff to respond effectively to different types of harassment and sexual misconduct incidents. An assessment of the training needs of all staff will be undertaken regularly and will form the basis of our training strategy. This strategy will be reviewed and evaluated on a regular basis to ensure it is fit for purpose.

Review Date: September 2024

Training will be made available on an ongoing basis for all staff and students to raise awareness of harassment and sexual misconduct with the purpose of preventing incidents and encouraging reporting where they do occur.

Helpful links

Child Exploitation and Online Protection command

CEOP is a law enforcement agency which aims to keep students and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of their Child Protection Advisors.

The NSPCC

provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies).

Specialist Sexual Violence Sector Organisations

You can access support from specialist sexual violence sector organisations such as Rape Crisis or the Survivors Trust.

The Anti-Bullying Alliance has developed guidance for schools about Sexual and sexist bullying.

The UK Safer Internet Centre

Provides an online safety helpline for professionals at 0344 381 4772 and mailto:helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff regarding online safety issues.

Internet Watch Foundation

If the incident/report you are dealing with involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF).

Childline/IWF Report Remove

is a free tool that allows students to report nude or sexual images and/or videos of themselves that they think might have been shared online.

UKCIS Sharing Nudes and Semi-nudes Advice

Advice for education settings working with students and young people on responding to reports of students sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery).

Thinkuknow

from NCA-CEOP provides support for the students' workforce, parents and carers on staying safe online.

Review Date: September 2024

The Centre of Expertise on Child Sexual Abuse

has developed a range of helpful resources to identify and respond to child sexual abuse, including a guide for professionals supporting students following incidents of HSB.

Lucy Faithfull Foundation

is a UK-wide charity dedicated solely to preventing child sexual abuse. They work to prevent abuse from happening in the first place by working with all those affected including adult male and female abusers

Marie Collins Foundation

Support people to recover from technology assisted sexual abuse in childhood. We do this directly by supporting individuals and their families, and indirectly through advocacy and education.

NSPCC National Clinical and Assessment Service

(NCATS) a national service that offers assessment, treatment, consultation and training for and about students and young people where there are concerns about harmful sexual behaviour

Project deSHAME from Childnet

Provides useful research, advice and resources regarding online sexual harassment.

Education

Our school's educational approach seeks to develop knowledge and understanding of healthy, problematic or sexually harmful behaviours, and empowers young people to make healthy, informed decisions. Our school's approach is delivered predominantly through PSHE and RSE with additional opportunities provided through:

Cross curricular programmes and mental and wellbeing sessions (e.g., using the ProjectEVOLVE resources)

Computing

List other opportunities to deliver teaching and learning around HSB here e.g., tutorials, social curriculum/tutorial, visits from outside agencies etc.

Our approach is given the time it deserves and is authentic i.e., based on current issues nationally, locally and within our setting. It is shaped and evaluated by students and other members of the school community to ensure that it is dynamic, evolving and based on need. We do this through:

- Surveys
- MHWB group sessions
- Parental engagement sessions
- Coffee mornings
- Staff consultation
- Staff training

The following resources are used:

- ProjectEVOLVE - https://projectevolve.co.uk

Review Date: September 2024

Reporting

All reports will be dealt with swiftly and sensitively and outcomes shared where appropriate. We also respond to anonymous reports, or reports made by third parties.

We also recognise that incidents will not always be reported directly to us, therefore we also train staff to recognise and spot signs of harmful sexual behaviour.

Responding to an Incident or Disclosure

We recognise the importance of distinguishing between healthy, problematic and harmful sexual behaviour.

Our response is always based on sound safeguarding principles and follows school safeguarding processes. It is considered appropriate and puts the student at the centre of all decisions made.

The school will always adopt a multi-agency approach and seek external support and guidance, in line with school policy, if deemed necessary. This may include:

The DSL will contact the LBTH Early Help Hub or MASH for support and advice if required on:

LBTH Early Help Hub:

0207 364 5006 (option 2)

Alternatively, the DSL will complete an Early Help Enquiry form which can be accessed via https://bit.ly/2AA2WNy

Risk Assessment

The school may deem it necessary to complete a harmful sexual behaviour risk assessment as part of the response to any reported incidents. The purpose of the risk assessment is the protect and support **all those involved** by identifying potential risk, both in and out of school (e.g., public transport, after school clubs etc) and by clearly describing the strategies put in place to mitigate such risk.

The risk assessment will be completed following a meeting with all professionals working with the student, as well as parents or carers. Where appropriate, the students involved will also be asked to contribute.

The risk assessment will be shared with all staff who work with the student, as well as parents and carers. It will respond to any changes in behaviour and will be regularly updated and evaluated to assess impact.

Review Date: September 2024

EXAMPLE: HSB Risk Assessment

Name of Student	
D.O.B.	
Any outside agency involvement	
Safeguarding concerns/context including previous behaviours/ incidents recorded and subsequent measures taken.	
SEND status	
Date of SEND Diagnosis	
Additional relevant background information *including known vulnerabilities, previous behaviours/ incidents recorded, and subsequent measures taken*	
Names and details of current professionals involved	

Review Date: September 2024

Date of initial risk assessment	
Review dates	

Full Risk Assessment

Details of the incident/behaviours that have led to this risk assessment
Describe the types of behaviour or language observed (link to KSCSIE, policy definition)

Where did it happen?

When did it happen (date and time) – is this an isolated incident or have there been multiple occurrences?

Is anyone else involved – who and ages?

Is there an imbalance of power?

Review Date: September 2024

What was the student's response?

What was the response of parents/carers when the behaviour was reported to them?

Other behavioural concerns, if any?
E.g. Use of violence/coercion/ distracted or out of character behaviour, incidents and school and out of school, friendship/relationship concerns, disruptive behaviour, emotional wellbeing etc.

What are the specific harmful sexual behaviour concerns?

(Including online)

Use the definitions from KCSIE to identify the behaviours

Evidence

Impact on others - who might be affected or harmed?

Review Date: September 2024

Are there specific concerns about age groups, gender, vulnerable children?

Evidence

Identified or known potential triggers or additional risk, including online *E.g. particular lessons, locations, activity using technology, activities, times of day, peers, staff, activity outside of school, transport home etc.*	Strategies to mitigate risk *E.g. Additional supervision or support, seating arrangements, specific adults that a young persons can contact, managed timetable, transport arrangements etc.*

Add extra rows if required

Student strengths, interest, positive characteristics

Any current work being undertaken to support the student e.g., outside agency interventions, in-school support, and how the child is responding to these measures etc.

Review Date: September 2024

Any external agency referrals or contact made with other support agencies and support received (and how the student is responding)

Include name of agency and contact details, support being sought and who made the referral/contact and any views that they have on the student in question?

Review

How will you assess whether the level of risk has changed (decreased or increased)? What does the student need to work towards achieving/avoiding?

E.g., Change in the student's attitudes about their behaviour, change in student's approach to others, change in number and type of behavioural incidents of HSB etc.

Date of Next Planned Review

Name of those with whom the assessment is shared

Review Date: September 2024

Agreed By

Name	Role	Signature and date
	Headteacher	
	Designated Safeguarding Lead	
	Student	
	Parents/Carers	
	Other Agencies	

Review Date: September 2024