

## Kirk Smeaton CE Primary School

### Supporting Effective Practice

#### Child on child Sexual Harassment, Online Sexual Abuse and Sexual Violence Policy



At Kirk Smeaton CE Primary school, we recognise that even if there are no reported cases of peer on peer sexual harassment, online sexual abuse and sexual violence (including sexualised language), such abuse may still be taking place in our school and is not being reported. The assumption that such abuse is happening is in line with government and Ofsted recommendations.

At Kirk Smeaton CE Primary school, we have a **zero-tolerance** approach to abuse. It is never to be passed off as “banter”, “just having a laugh”, “part of growing up” or “children being children” as we know that can lead to a culture of unacceptable behaviours and an unsafe environment for our children and young people.

We recognise that it is **more likely** that girls will be victims and boys perpetrators, but all peer on peer abuse is unacceptable and is taken seriously. We will ensure that no child or young person is ever made to feel ashamed for making a report.

All staff have undertaken training to recognise the different forms that peer or peer abuse can take, including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Actions school needs to implement:	Action(s) identified by the school to ensure this is effectively implemented (time scale and person(s) responsible):	Monitoring the effectiveness of the schools actions on outcomes for children:	Supporting information and resources (add details of any additional resources used):
<b>School ensures that staff are confident to recognise and report concerns.</b>		<p><i>Training has been given to all staff and is regularly referred to in safeguarding training.</i></p> <p><i>Training will be shared yearly and reminders termly.</i></p> <p><i>3 members of staff have completed the NYCC Peer on peer online training and have shared this information with all staff.</i></p>	<p><i>Keeping Children Safe in Education 2021 paras 31 – 39, paras 46 54, paras 144 -145, Part 5 and Annex B p. 137 – 144.</i></p> <p><i>'What to do if you're worried a child is being abused'</i></p> <p><i>DfE Guidance – Sexual violence and sexual harassment between children in schools and colleges September 2021</i>  <a href="https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges">https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges</a>.</p> <p><i>Online Sexual Harassment Guidance and Policy from the School of Sexuality Education: <a href="https://schoolofsexed.org/guidance-for-schools">https://schoolofsexed.org/guidance-for-schools</a></i></p>
<b>School has put in place robust procedures to minimise the risk of peer on peer abuse.</b>		<p><i>-behaviour policy, pastoral support, RSE and health education curriculum are all updated and create awareness.</i></p> <p><i>Pupil voice and pupil/parent and staff questionnaires.</i></p>	<p><i><u>Beyond Referrals</u>: levers for addressing harmful sexual behaviour in schools (Contextual Safeguarding Network)</i></p> <ul style="list-style-type: none"> <li><i>• Student Survey</i></li> <li><i>• Staff Survey</i></li> <li><i>• Parents' Survey</i></li> <li><i>• Reviewing Policies and Procedures</i></li> <li><i>• Reviewing Safeguarding and Behaviour Logs in Schools</i></li> <li><i>• Hotspot Mapping Guidance</i></li> </ul> <p><i>Pre-recorded webinars to support some aspects of the toolkit including effective Student Engagement</i></p> <p><i><a href="https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools">https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools</a></i></p>
<b>The School curriculum covers relationships, sex and health education and specifically addresses sexual harassment, online abuse, sexual</b>		<p><i>Information is included on the website. Information is shared with parents.</i></p> <p><i>Regular updates in the newsletter.</i></p>	<p><i><u>Online Sexual Harassment: Guidance for Students</u>. This document provides guidance for young people on what online behaviours constitute sexual harassment, and what to do if they experience any form of online harm</i></p> <p><i><u>Preventing sexual harassment in schools the role of PSHE education by the PSHE association</u> can be accessed here <a href="https://www.pshe-">https://www.pshe-</a></i></p>

<p><b>violence and issues of consent and healthy relationships.</b></p>			<p><a href="https://www.naht.org.uk/curriculum-and-resources/resources/guidance-preventing-sexual-harassment-schools">association.org.uk/curriculum-and-resources/resources/guidance-preventing-sexual-harassment-schools</a></p> <p><u>Project de Shame</u>  <u>Teaching resources to use with 9-12 year olds – Just a joke- sexualised online bullying</u>  <i>problematic online sexual behaviour, with a focus on online sexual harassment e.g. bullying or harmful behaviour online based on gender or sexual orientation stereotypes, body-shaming, nudity and sexually explicit content.</i>  <a href="https://www.childnet.com/resources/just-a-joke">https://www.childnet.com/resources/just-a-joke</a></p> <p><u>Step Up, Speak Up! Teaching Toolkit for 13-17 year olds.</u>  <i>issue of online sexual harassment amongst 13-17 year olds.</i>  <i>Increase awareness and understanding on peer-on-peer online sexual harassment</i></p> <ul style="list-style-type: none"> <li>• Address responses to those targeted, including tackling victim-blaming culture</li> <li>• Call on young people to report if they see it happening online</li> </ul> <p><a href="https://www.childnet.com/resources/step-up-speak-up/teaching-toolkit">https://www.childnet.com/resources/step-up-speak-up/teaching-toolkit</a></p>
<p><b>School has systems in place for children and young people to confidently report abuse, and know their concerns will be treated seriously.</b></p>		<p><i>Children can report to all staff and know that it will be listened to and action taken if required.</i></p>	<p><u>Peer-on-peer abuse toolkit</u> (Farrer and Co) Legal provider Farrer &amp; Co's Safeguarding Unit, in collaboration with Dr Carlene Firmin, MBE, from the University of Bedfordshire, peer-on-peer abuse toolkit which was updated in 2019: <a href="https://www.farrer.co.uk/news-and-insights/peer-on-peer-abuse-toolkit/">https://www.farrer.co.uk/news-and-insights/peer-on-peer-abuse-toolkit/</a></p> <p><u>NAHT and PSHE association guidance on preventing and responding to sexual harassment and sexual violence between children and young people</u>  <a href="https://www.naht.org.uk/Advice-Support/Topics/Pupil-support-and-safeguarding">https://www.naht.org.uk/Advice-Support/Topics/Pupil-support-and-safeguarding</a></p> <p><u>Harmful sexual behaviour prevention toolkit</u> (Lucy Faithfull Foundation) Stop It Now! <a href="https://www.stopitnow.org.uk/wp-content/uploads/2020/10/Stop-It-Now-harmful-sexual-behaviour-prevention-toolkit-Oct-2020.pdf">https://www.stopitnow.org.uk/wp-content/uploads/2020/10/Stop-It-Now-harmful-sexual-behaviour-prevention-toolkit-Oct-2020.pdf</a>  <a href="https://www.stopitnow.org.uk/resources/">https://www.stopitnow.org.uk/resources/</a></p> <p><u>Agenda</u> to support schools work effectively engage with pupils in conversations about healthy relationships and challenge gender based and sexual violence.  <a href="https://agendaonline.co.uk/welcome/">https://agendaonline.co.uk/welcome/</a></p>
<p><b>School has processes in place to handle reports of sexual violence and harassment both on and off the school premises.</b></p>		<p>CPOMS is used to record all concerns.</p>	

<p><b>School has process in place as to how victims, perpetrators and any other children or young affected by peer on peer abuse will be supported.</b></p>		<p>Action is taken to ensure support is provided. Parents are aware of these issues. School and parents work together.</p>	
<p><b>School recognises the factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).</b></p>		<p><i>School has undertaken the following to minimise the effect that such barriers could have to prevent a child or young person from making a disclosure.</i></p> <ul style="list-style-type: none"> <li>- <i>Key workers</i></li> <li>- <i>Peer support groups – wellbeing council.</i></li> </ul>	