

Addison Primary School



**Dealing with Sexual Harassment and Sexual
Violence**

Approved
Spring 2025

The following are important telephone numbers that must be kept up to date at all times:

Safeguarding Contacts	Mobile	email
Designated Safeguarding Lead	0207 603 5333	head@addison.lbhf.sch.uk
Deputy Designated Safeguarding Lead	0207 603 5333	ndirir2.205@lgflmail.org
Nominated Governor for Safeguarding		chair@addison.lbhf.sch.uk
Local Authority Designated Officer (LADO)	07776 673 020	LADO@lbhf.gov.uk
Social Services Referrals	020 8753 6600	familyservices@lbhf.gov.uk
Out of Hours Social Services	020 8748 8588	familyservices@lbhf.gov.uk
Police	999	N/A
NSPCC Whistle-blowing Helpline	0808 800 5000	Help@nspcc.org.uk

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Children and Social Work Act 2017

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Head Teachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children
- Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)
- Exclusions from Maintained Schools, Academies and PRUs (statutory guidance)
- Sex and Relationship Education (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools)
- Children Missing Education (advice for schools)

- Cyberbullying (advice for schools)
- Public Sector Equality Duty (advice for schools)
- Preventing and Tackling Bullying (advice for schools)
- The Equality and Human Rights Commission
- Sexual violence and sexual harassment between children in schools and colleges (DfE)

We believe this policy should be viewed in **conjunction** with the following policies:

- Safeguarding Part 1 of 4
- Safeguarding Part 2 of 4: Roles and Responsibilities
- Safeguarding Part 3 of 4: Recognising the Signs of Abuse
- Safeguarding Part 4 of 4: Safeguarding Procedures

We are aware that *'Governing bodies should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.'* (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019))

We are committed to safeguarding and promoting the welfare of all children and we give due regard to the guidance as found in the DfE documents 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children' as the safety and protection of children is of paramount importance to everyone in this school.

We believe it is very important in taking a whole school approach to safeguarding that prepares pupils for life in modern Britain by involving all stakeholders and by creating and maintaining a culture of vigilance throughout the school.

We have in place a broad and balanced curriculum that ensures children are taught about safeguarding by way of a planned programme (that is age and stage of development appropriate) of evidence-based content delivered through the whole curriculum. The programme covers such topics as:

- Healthy and respectful relationships
- What respectful behaviour looks like?
- Consent
- Gender roles, stereotyping, equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

(Sexual violence and sexual harassment between children in schools and colleges (DfE))
 We understand that when *'referring to sexual harassment we mean, 'unwanted conduct of a sexual nature' that can occur online and offline.'*

We are aware that, 'sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.'

1. Sexual harassment can include:

- a) Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- b) Sexual “jokes” or taunting;
- c) Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and
- d) Online sexual harassment which may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence and may include:
 - i. non-consensual sharing of sexual images and videos;
 - ii. sexualised online bullying;
 - iii. unwanted sexual comments and messages, including, on social media;
 - iv. sexual exploitation; coercion and threats; and
 - v. upskirting (which is now a criminal offence) involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE))

We ensure that all school personnel have received training in responding to a report of sexual violence or sexual harassment by reassuring all victims that they are being taken seriously and that they will be supported and kept safe. School personnel are trained to:

- never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment
- never give a victim the feeling of being ashamed for making a report
- follow the referral process if they have a concern about a child or a child makes a report to them
- speak with the designated safeguarding lead (or deputy) if they have any doubt

We are aware that 'sexual violence and sexual harassment can occur between two children of any sex and they can occur 'through a group of children sexually assaulting or sexually harassing a single child or group of children'.

We are aware that girls, pupils who identify as LGBT, or are perceived by their peers to be LGBT and pupils with SEND are most likely to be at risk from sexual violence or sexual harassment.

We have the responsibility to ensure that sexual violence and sexual harassment is not acceptable and will not be tolerated. All incidents of sexual violence and sexual harassment will be dealt with and all victims will be taken seriously with the appropriate support provided.

We wish to work closely with the School Council and to hear their views and opinions.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

2. We believe this policy:

- a) Has been reviewed thoroughly by the safeguarding governor and the Designated Safeguarding Lead has been questioned on it to make sure it stands up to scrutiny.
- b) Flows and is easy to follow.
- c) Is an essential part of the school.
- d) Supports staff in managing certain situations.
- e) Forms an important framework that will ensure consistency in applying values and principles throughout the establishment.
- f) Provides guidance, consistency, accountability, efficiency, and clarity on how the school operates.
- g) Provides a roadmap for day-to-day operations.
- h) Ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes.
- i) Is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them.
- j) Stems from the school's vision and objectives which are formed in strategic management meetings.
- k) Has been received by all school personnel via appropriate safeguarding training.
- l) Is provided to all school personnel at inset and also on the school website (a hard copy can be given if requested).

3. Aims

- a) To have in place a safeguarding and child protection policy and related policies that outline clear procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of all children.
- b) To ensure that sexual violence and sexual harassment is not acceptable and will not be tolerated.

- c) To ensure that all school personnel are aware of what action to take when dealing with a child protection issue.
- d) To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- e) To ensure compliance with all relevant legislation connected to this policy.
- f) To share good practice within the school, with other schools and with the local authority in order to improve this policy.

Responsibility for the Policy and Procedure

4. Role of the Governing Body

The Governing Body has:

- a) Appointed members of the senior leadership team to act as the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL);
- b) Responsibility for the effective implementation, monitoring and evaluation of this policy
- c) delegated powers and responsibilities to the Head Teacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- d) Responsibility for ensuring full compliance with all statutory responsibilities;
- e) Responsibility for ensuring that the school complies with all equalities legislation;
- f) Make effective use of relevant research and information to improve this policy;
- g) Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- h) Responsibility for ensuring all policies are made available to parents;
- i) Nominated a link governor to:
 - i. visit the school regularly to work closely with the Head Teacher, the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead;
 - ii. ensure this policy and other linked policies are up to date;
 - iii. ensure that everyone connected with the school is aware of this policy;
 - iv. attend training related to this policy;
 - v. report to the Governing Body every term;
 - vi. annually report to the Governing Body on the success and development of this policy

5. Role of the Head Teacher and Designated Safeguarding Lead

The Head Teacher, DSL and DDSL will:

- a) Ensure a whole school approach to safeguarding and child protection that will prepare pupils for life in modern Britain.
- b) Ensure children are taught about safeguarding through Relations Education, Sex Education and Health Education and Personal, Social, Health and Economic

Education, as part of providing a broad and balanced curriculum that will cover the following issues:

- i. healthy and respectful relationships
- ii. what respectful behaviour looks like
- iii. gender roles, stereotyping, equality
- iv. body confidence and self-esteem
- v. prejudiced behaviour
- vi. that sexual violence and sexual harassment is always wrong; and
- vii. addressing cultures of sexual harassment

c) Undertake effective safeguarding training undertaken by a specialist trainer in order to:

- i. have a good understanding of harmful sexual behaviour
- ii. undertake a risk and needs assessment by considering the victim, the alleged perpetrator, and the other children, once a report of sexual violence has been made
- iii. be able to safeguard and support victims of sexual violence and sexual harassment
- iv. be able to safeguard and support alleged perpetrators
- v. be able to safeguard and support children who have witnessed sexual violence
- vi. deal with victims and alleged perpetrators sharing classes
- vii. work with parents and carers

d) Be aware that:

- i. a child under the age of 13 can never consent to any sexual activity
- ii. the age of consent is 16
- iii. sexual intercourse without consent is rape
- iv. rape, assault by penetration and sexual assault are defined in law
- v. creating and sharing sexual photos and videos of under-18s is illegal

e) Work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;

f) Ensure risk assessments are:

- i. in place and cover all aspects of this policy
- ii. accurate and suitable
- iii. reviewed annually
- iv. easily available for all school personnel

g) Ensure safeguarding materials are shared with parents via email and/or website and if appropriate organise safeguarding and child protection workshops to ensure parents are aware of:

- i. Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges

- ii. Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - iii. The Safeguarding and Child Protection policy
 - iv. Safeguarding procedures in place;
 - v. All safeguarding policies;
 - vi. Their role in safeguarding and child protection
- h) Monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors
- i) Annually report to the Governing Body on the success and development of this policy

6. Role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

The DSL and DDSL's will:

- a) Have close links with external support agencies in order to support children, to train school personnel or support school personnel;
- b) Take the lead role and using their professional judgement make all decisions on a one-to-one basis;
- c) Be aware of the local process for making referrals and will use this if a child has been harmed, is in immediate danger, or is at risk of harm;
- d) Inform the police (and to children's social care) a report of rape, assault by penetration or sexual assault;
- e) Reassure all victims that they are being taken seriously and that they will be supported and kept safe;
- f) Inform parents or carers if a referral has been made

7. Role of School Personnel and Volunteers

School Personnel and volunteers will:

- a) Undertake training in order to:
 - i. be aware of the different types of abuse and neglect
 - ii. know what to do if they have a concern about a child
 - iii. to know how to handle a disclosure
 - iv. to know how to offer support to children
 - v. know where to go to if they need support
- b) If a pupil makes a disclosure:
 - i. listen to the pupil;
 - ii. remain calm;
 - iii. offer reassurance;
 - iv. not ask the pupil to remove or adjust clothing if bruises are observed;
 - v. not ask leading questions;
 - vi. let the pupil speak freely;
 - vii. accept what has been told them without challenge;

- viii. not offer opinion or criticize or lay blame
- ix. reassure the pupil at the end of the disclosure telling them that they have done the right thing
- x. not promise confidentiality but inform them that other people need to be told
- xi. record accurately and factually what the child has said in note form
- xii. record observed injuries or bruises on a map of the body
- xiii. submit a completed critical incident sheet to the designated person who will seek advice from the Local Authority Designated Officer (LADO)

c) If they suspect that a child may be a victim of abuse, then they must:

- i. record accurately and factually what they have seen in note form;
- ii. submit a completed critical incident sheet to the designated person;

d) Be aware that the Designated Safeguarding Lead will then:

- i. further investigate and keep records of this investigation
- ii. decide whether to take this referral further or to monitor the situation
- iii. inform the person making the initial referral of his/her decision
- iv. prepare in readiness for a case conference/core group meeting the following information on the child:
 - attendance and punctuality data
 - academic achievement
 - child's behaviour and attitude
 - relationships and social skills
 - appearance and presentation
 - any known incidents in or outside school
 - school contact with parents/carers

e) If a parent makes a disclosure to school, then the Designated Safeguarding Lead:

- i. should meet with the parent taking down all details;
- ii. will assure the parent that the school will take the matter seriously;
- iii. that he/she will have to take advice from the Local Authority Designated Officer (LADO) about the disclosure;
- iv. will get back to the parent when a decision has been taken and how to proceed.

f) Record any concern or incident in the following way:

- | | |
|--|---|
| <input type="checkbox"/> Date | <input type="checkbox"/> All facts |
| <input type="checkbox"/> Time | <input type="checkbox"/> Observed injuries and bruises |
| <input type="checkbox"/> Place | <input type="checkbox"/> Note the actual words of the child |
| <input type="checkbox"/> Nature of the concern | <input type="checkbox"/> Sign the notes and hand to the DSL |

8. Role of Pupils

Pupils must:

- a) Feel safe and protected;
- b) Know how to assess risk to themselves;
- c) Know how to keep themselves safe;
- d) Know how to raise a complaint or concern;
- e) Know and recognise a trusted adult that they can go to and raise their concerns;
- f) Feel supported and protected when they raise a concern;
- g) Be kept informed of any actions that have been taken when they have raised a complaint;
- h) Feel safe from discrimination and bullying;
- i) Be made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.

9. Role of Parents/Carers

Parents will be:

- a) Asked to work hard with the school to establish excellent home-school relationships;
- b) Made aware that we have a responsibility for the welfare of all our pupils;
- c) Aware that we have a duty to involve children's social care or any other agency if we have any concerns about a child;
- d) Made aware that under certain circumstances we will involve an agency without informing them if we think that by so doing we will place the child at even greater risk;
- e) Made aware that they will be kept up to date with all our actions;
- f) Invited to attend a series of safeguarding and child protection workshops to ensure parents are aware of:
 - i. Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - ii. Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - iii. the Safeguarding and Child Protection policy
 - iv. safeguarding procedures in place;
 - v. all safeguarding policies;
 - vi. their role safeguarding and child protection

10. Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Website;
- School Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations
- Head Teacher reports to the Governing Body;

11. Training

Training is organised by the Designated Safeguarding Lead and will take place for school personnel, volunteer helpers and governors:

- a) On induction to the school
- b) During ECT induction
- c) Throughout the academic year

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - School Personnel Code of Conduct
 - Keeping Children Safe
 - Working Together to Safeguard Children
 - Sexual Violence and Sexual Harassment
 - Listening to Pupils
 - The Safe Use of the Internet and Social Media
 - Equal opportunities
 - Inclusion

The School:

- has in place appropriate training for all safeguarding policies that is undertaken by a registered training provider
- ensures all school personnel have received the appropriate training on all safeguarding policies
- ensures the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure
- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms or SurveyMonkey
- has in place evidence for all staff:
 - that highlights the knowledge gaps in the training;
 - that shows how those knowledge gaps were corrected

12. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

13. Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Head Teacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

14. Linked Policies

- Safeguarding and Child Protection
- Relations Education, Sex Education and Health Education

15. See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Review of this Policy

This policy will be reviewed when necessary, particularly when there is a significant change that may impact on the school, its procedures and routines.

Adopted: Spring 2025

Next Review: Spring 2027