Reach Academy Trust

Sexual Violence and Sexual Harassment 202223

The Trustees, Governors and staff of Reach Academy Feltham fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our students from harm. In this policy 'staff' includes regular volunteers.

All Trustees, Governors and staff believe that our Academy should provide a caring, positive, safe and stimulating environment which promotes the social, physical, emotional and moral development of the individual child.

At Reach Academy Feltham we aim to foster an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to. We are responsible for creating a safe and healthy environment for students.

It is the responsibility of all members of staff to provide a safe environment in which students may develop their self-esteem and respect for one another. It is important that we use the curriculum (both 'overt' and 'hidden') to raise students' awareness of the support networks around them, allowing them to build confidence in accessing a range of contacts and strategies to ensure their own protection, whilst understanding the importance of protecting others, and develop more responsible attitudes to adult life and parenthood.

Local Authority Child Protection Guidelines are held in the Academy for reference.

Approved by:	Board of Trustees	Date: 29th September 2022
Last reviewed on:	29th September 2021	
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1. Aims

Our school aims to ensure that:

- To safeguard and promote the welfare of children and young people and the expectation that all staff, teaching and non-teaching (including temporary and supply staff), governors and volunteers to share this commitment

The guidance covers should be read alongside Reach Academy's Safeguarding policy.

- what sexual violence and sexual harassment is,
- what our legal responsibilities are,
- creating a whole school or college approach to safeguarding and child protection; and
- how to respond to reports of sexual violence and sexual harassment.

As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'

2. Definitions

Sexual Violence refers to criminal acts: rape, assault by penetration and sexual assault, as defined by the Sexual Offences Act 2003. Sexual harassment is described as 'unwanted conduct of a sexual nature'. Importantly, the definition of consent is stated and will help pupils, staff and parents begin to understand it more clearly.

Victim	although not everyone affected by sexual violence or harassment considers themselves in this way, the guidance refers to this person as the victim throughout
Alleged Perpetrator	refers to the young person(s) responsible for the violence or harassment; the alleged child perpetrator must also be considered as someone in need of support, and may be a victim of abuse themselves.
Sexual Violence	Offences defined below under the Sexual Offences Act 2003 (*paraphrased for brevity*):
	Rape: intentional penetration of the vagina, anus or mouth of another person, using the penis, without consent

	Assault by penetration: intentional penetration of the vagina or anus of another person using a body part (other than the penis), or other object, without consent
	Sexual assault: intentionally touching another person sexually, without consent
Sexual Harassment	is unwanted conduct of a sexual nature, including sexual comments, 'jokes' or taunts; physical behaviour; or online sexual harassment.
Consent	to agree to vaginal, anal or oral penetration with free will and the capacity to do so; consent is not all-encompassing, may cover only certain sexual activities, may be given with conditions. Consent can be withdrawn at anytime. a child under the age of 13 can never consent to any sexual activity

3. Legal Responsibilities

Reach Academy have a legal responsibility to understand and minimise the risk of sexual violence and sexual harassment as a result of the:

- Statutory safeguarding duty;
- Reach's own child protection policy and a behaviour policy which includes its procedures to prevent and tackle bullying;
- need to teach Relationships and Sex Education;
- Human Rights Act (1998);
- Equality Act (2010); and
- Public Sector Equality Duty

4. Whole School Approach

Reducing the risk of sexual violence and sexual harassment is seen in the context of developing a whole school culture of safeguarding. The procedures to deal with sexual violence and sexual harassment are transparent, and easy to understand for pupils, staff and parents. Staff's awareness and knowledge is consistently developed to understand how these safeguarding risks manifest in our school and local context. All staff know how to raise a concern they may have about a pupil, or another adult.

At Reach Academy we have an effective programmes of personal, social, health and economic education (Team Reach) and sex and relationships education (SRE). We support our pupils to understand safeguarding issues, how

to raise a concern they may have about themselves, or a friend or peer; and learn to recognise and develop healthy and respectful relationships, avoiding stereotypes and promoting equality.

Our curriculum ensures that children are taught about safeguarding, including how to stay safe online and issues such as:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Sexual violence and sexual harassment

All pupils from Reception to Year 13 engage have various opportunities throughout the year to fully engage in the age appropriate learning of understanding what Sexual Violence and Sexual Harassment through Form time, Team Reach Lessons and days.

Pupils are taught that sexual violence and sexual harassment is always wrong.

Reach Academy welcomes and embraces the expertise of external, specialist organisations to train our staff, deliver lessons and support groups of young people.

This year the Safeguarding team will continue to have an enhanced focus of Sexual Harassment and Sexual Violence and will make sure all staff are aware and develop their knowledge on what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred. We will ensure that staff are aware of how to support all students but will develop understanding around particular areas such as children with mental health concerns and special education needs. Staff will also develop more of an understanding of the needs of not only the victim but perpetrators of sexual violence and sexual harassment.

5. Normal, problematic and harmful sexual behaviours

Difficulties in defining harmful sexual behaviours displayed by children and young people are compounded by a general lack of knowledge of childhood sexuality and what constitutes normal sexual development (Lovell, 2002). As depicted in Figure One, the sexual behaviours of children and young people exist on a continuum which ranges from normal and developmentally appropriate on the one hand, to highly abnormal and violent on the other, Hackett S (2010) 'Children, Young People and Sexual Violence' .

Figure One:
A continuum of children and young people's sexual behaviours (Hackett, 2010)

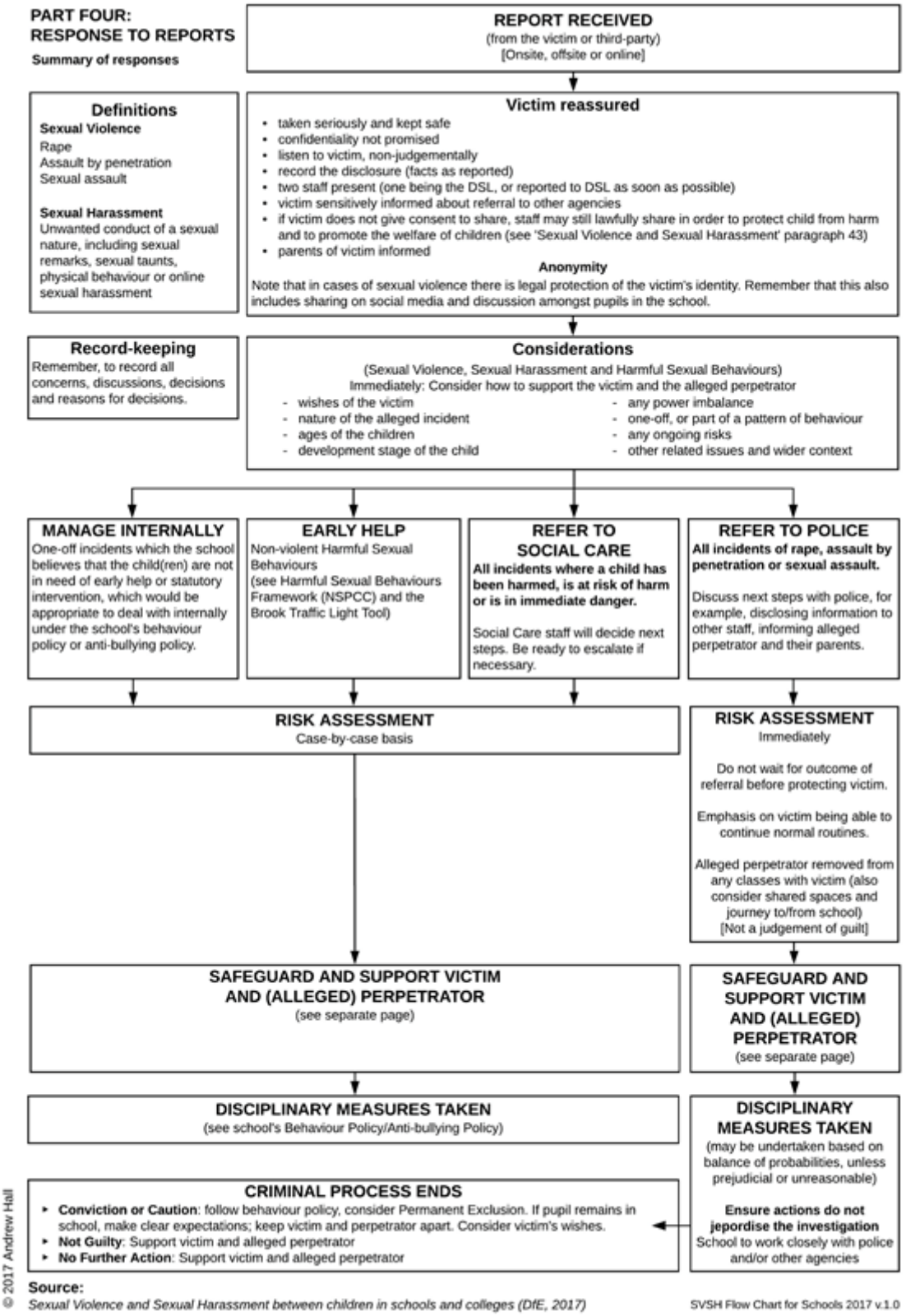
It is important for us to place any assessment of a child's sexual behaviour within a developmental context, not only because of the differing status of pre-adolescents and adolescents within the criminal justice system, but also because sexual behaviour may have substantially different motivations and developmental significance across these two developmental stages. As Ryan (2000) points out, some behaviours are normal if they are demonstrated in pre-adolescent children, but concerning if they continue into adolescence. Others, by contrast, are considered a normal part of the development of adolescents, but would be highly unusual in pre-adolescent children and so warrant referral for specialist help.

Brook have identified a range of indicative behaviours across the lifespan between infancy and adulthood which assist Reach Academy, professionals and families in distinguishing levels of concern when faced with a range of behaviours being presented by children and young people. Georgia Strong, DSL has been trained in using the Brook Sexual Behaviours Trafflic light tool.

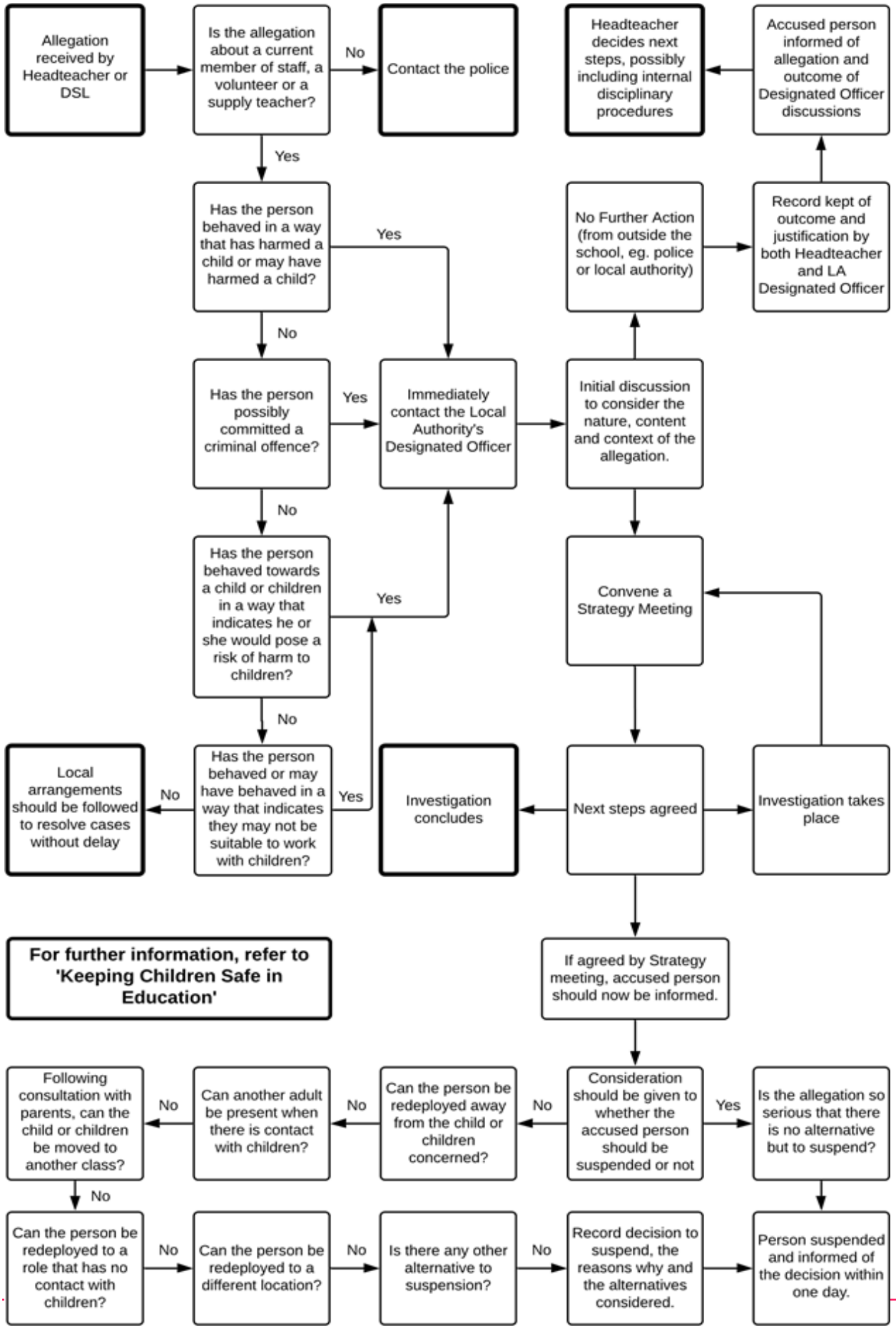
6. Handling a disclosure of Sexual Harassment or Violence

At Reach Academy we follow the proocdures laid out below when we have concerns or allegations of sexual harassment or violence.

Child on child abuse or from an external person



Allegation regarding a staff member



7. Safeguarding and supporting victims and alleged perpetrators

Victim	Alleged Perpetrator Student	Other children
• needs and wishes of victim are paramount • not made to feel they are the problem • consider proportionality of response • aim for victim to carry out normal routine • recognise that they may struggle in class and may need time out (if they wish) • be aware that they may not disclose the whole picture immediately • prepare for support over a long period and consider who is involved (internal and external) • if victim moves school, the Designated Safeguarding Lead (DSL) informs the new school of the need for continued support	• possible tension between discipline and support (these are not mutually exclusive) • consider age/ developmental stage/any SEND • proportionate response • consider unmet needs (for example, harmful sexual behaviours (HBV) in younger children may be a sign or abuse or trauma) • if (alleged) perpetrator moves school, the Designated Safeguarding Lead (DSL) informs the new school of the issues and transfers the child protection file	• witnesses may need support (especially in cases of sexual violence) • avoid allowing pupils to 'take sides' • minimise potential for bullying or victimisation in school and on school transport • be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed) • develop safeguarding culture • constantly review reporting procedures and responses • consider potential for systematic and environmental weaknesses
	Alleged Perpetrator Adult	
	• Support would be provided externally from other agencies than the school if the adult is not known to us • We will follow the guidance from our LADO about how to support a member of staff in this situation • We will risk assess the situation and put into place any adjustments required • If the adult is a member of staff we will handle the situation with confidentiality	

8.Further information

Further Links

Keeping Children Safe in Education (Part 5)

Harmful Sexual Behaviour Framework (NSPCC)

Sexual Behaviours Traffic Light Tool (Brook) (identifying typical and atypical sexual behaviours)

Preventing and tackling bullying (DfE)

Links to other policies:

Child Protection and Safeguarding Policy 2020-21

Behaviour Policy 2021-22

Reach Staff Handbook and code of conduct

Relationships and Sex Education