# **Appendix A8 from Online Safety Policy Templates**

4

# **A8 School Online Safety Policy Template – Harmful Sexual Behaviour**

# Background context and legislation.

# Introduction

The [South West Grid for Learning Trust](https://swgfl.org.uk/) (SWGfL) is a charity that has been at the forefront of supporting schools with online safety and security for 20 years and was recognised as a [world leader in online safety innovation](https://swgfl.org.uk/magazine/swgfl-listed-as-one-of-the-most-innovative-online-safety-companies-in-uk/) in a DCMS report.

The [Harmful Sexual Behaviour Support Service](https://swgfl.org.uk/harmful-sexual-behaviour-support-service/) (HSBSS) for England was created at the start of 2022. HSBSS is a unique project, funded by the UK Home Office in response to the Everyone’s Invited revelations and the subsequent reviews by Ofsted. Drawing upon our existing expertise in supporting victims of online harm we fast-tracked the creation of the service within 14 working days of the request. We work in partnership with the Marie Collins Foundation. We have a current and up-to-date understanding about how online sexual harassment manifests in schools. Overwhelmingly we speak with safeguarding leads about often complex cases involving children and young people in their school.

# Legislative background and context

Key Documents:

* [Department for Education: Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* [Department for Education: 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)
* [Everyone’s Invited](https://www.everyonesinvited.uk/)
* [Department for Education: Sharing Nudes and Semi-Nudes: Advice for Education Settings working with Young People](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)
* [Ofsted: Review of sexual abuse in schools and colleges](https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges)
* [Department for Education: Teaching Online Safety in Schools](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)
* [Department for Education: Working together to safeguard children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)
* [Report Harmful Content: Laws about harmful behaviours](https://reportharmfulcontent.com/when-should-you-go-to-the-police/)

In March 2021 it was discovered that the Everyone’s Invited website was holding “testimonials” about incidents that occurred in over 3000 schools in the UK. This highlighted a wide range of abuse scenarios involving children abusing other children. As a result, the Education Secretary requested a rapid review into sexual abuse in schools and colleges in England. Ofsted published their findings in June 2021. This led to a series of recommendations for schools, multi-agency partners and government.

Ofsted’s School Inspection Handbook states that:

“leaders ensure that their school’s culture addresses harmful sexual behaviour. **Inspectors will expect schools to assume that sexual harassment, online sexual abuse and sexual violence are happening in the community, and potentially in the school, even when there are no specific reports, and put in place a whole-school approach to address them.”**

“Schools should have appropriate and well-communicated school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable.”

Ofsted will:

* Request that college leaders supply records and analysis of sexual harassment and sexual violence, including online, to inspectors. The Independent Schools Inspectorate will also specifically request schools to provide the same records upon notification of inspection, in addition to its current practice.
* Speak with groups of pupils, where this helps them to better understand a school or college’s approach to tackling sexual harassment and violence, including online.
* Feed this part of the inspection into a judgement of safeguarding and leadership and management. If a school’s processes are not adequate, Ofsted is likely to judge both their safeguarding practices and leadership and management as inadequate.

Your behaviour and safeguarding/child protection policies will likely be checked to see whether they set out clear and effective procedures to prevent and respond to incidents. It will be expected that you have a zero-tolerance approach to all harmful sexual behaviour.

This document has been created as a template for school leaders to assist them in creating their own Harmful Sexual Behaviour Policy.

Within this template, sections which include information or guidance are shown in BLUE. It is anticipated that schools/academies would remove these sections from their completed policy document, though this will be a decision for the group that produces the policy.

*Where sections in the template are written in ITALICS it is anticipated that schools would wish to consider whether or not to include that section or statement in their completed policy.*

#### **Where sections are highlighted in BOLD, it is suggested that these should be an essential part of a school/academy policy.**

# Online**:**

Schools and colleges should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across social media platforms that leads to repeat victimisation. Online concerns can be especially complicated and support is available from a range of organisations – see the links section. For this reason, schools should ensure they have a robust, up-to-date and comprehensive [online safety policy](https://swgfl.org.uk/resources/online-safety-policy-templates/) which links to other relevant safeguarding policies.

# Policy for Harmful Sexual Behaviour

## Statement of intent

Our school has a zero-tolerance approach to any harmful sexual behaviour involving children and acknowledge that it could be occurring at *(insert name of 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 learners.

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

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 HSB is harmful to both the child/children affected by the behaviours and the child/children who displayed the behaviour and provide ongoing support for all involved.

Our approach is to treat everything as 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.

## Related policies

This policy should be read in conjunction with:

* **Child protection and safeguarding policy**
* **Whistleblowing**
* **Behaviour policy**
* **Anti-bullying policy**
* **Online safety**
* **Acceptable Use Agreements**
* *Curriculum Policies*
* *Use of outside agencies*
* Add any other polices that may be relevant

# Definitions

**As stated in the Sexual Offences Act 2003, the term Harmful Sexual Behaviour (HSB) covers a wide range of behaviours, often these may be considered problematic, abusive, or violent and may also be developmentally inappropriate. HSB can occur online, offline or in a blend of both environments. The term HSB is widely acknowledged in child protection and should be treated in this context.**

Whilst peer on peer harassment has become a widely recognised term, this is already moving towards child on child in recognition that age and development is a factor in making decisions about behaviour. A significant age difference between the children involved in an incident may lead to a decision about the behaviour being harmful or not. For example, this could be an older child’s behaviour towards a pre-pubescent child, or a younger child’s behaviour towards an older child with learning difficulties. It is important that Designated Safeguarding Leads (DSL) know what is and is not HSB. DSLs should be involved in planning the curriculum for HSB, planning preventative actions and ensuring a whole-schools culture that condones HSB, alongside all other forms of abuse and harassment. This template policy provides a basis for an effective approach to managing sexual violence and harassment.

## What is sexual violence?

The following are sexual offences under the [Sexual Offences Act 2003:](https://www.legislation.gov.uk/ukpga/2003/42/contents)

**Rape**: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration**: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault**: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE- Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

## What is sexual harassment?

[Keeping Children Safe in Education Guidance 2022](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf) and the [Sexual Violence and sexual harassment between children in schools and colleges](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf) state:

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

* sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
* sexual “jokes” or taunting
* physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
* Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.It may include:
* consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence.
  + sharing of unwanted explicit content
  + upskirting (this is a criminal offence)
  + sexualised online bullying
  + unwanted sexual comments and messages, including, on social media
  + sexual exploitation; coercion and threats.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

# Responsibilities

## Leaders and DSLs

Our leaders 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 in line with school safeguarding and child protection procedures.

We ensure that our designated safeguarding lead/s (DSL) and their deputies are confident in school safeguarding processes and when it is necessary to escalate. Our DSLs know what local and national specialist support is available to support all children involved in harmful sexual behaviour and are confident as to how to access this support when required.

Designated safeguarding lead/s and their deputies have an in-depth working knowledge of key documentation, particularly KCSIE 2022 and Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE 2021). We ensure that they receive appropriate specialist training, commensurate with their role and that ongoing training is provided for all school staff.

It is the role of school leaders and designated safeguarding leads 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 to DSLs in line with school policy and ensure they are informed of the outcome. 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 learners to understand safe and healthy relationships and appropriate behaviour through delivery of our curriculum.

## Governors

We ensure that our trust board/governing body have a good understanding of what harmful sexual behaviour is, when it can pose a risk to children and how to keep children 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/governing body 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. Trustees/Governors ensure that risks relating to these issues are identified, that a number of reporting routes are available, and that risks are effectively mitigated.

## Learners

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

## Parents/carers

We work hard to engage parents and carers by:

* regular in school sessions
* sharing newsletters
* sharing information online e.g., website, social media
* providing curriculum information
* List any other ways you may engage parents and carers e.g.

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 learners are three times more likely to be at risk from Harmful Sexual Behaviour. These include:

* A child with additional needs and disabilities.
* A child living with domestic abuse.
* A child who is at risk of/suffering significant harm.
* A child who is at risk of/or has been exploited or at risk of exploited (CRE, CSE),
* A care experienced child.
* A child who goes missing or is missing education.
* Children who identify as, or are perceived as, LGBTQI+ and/or any of the other protected characteristics

Children displaying HSB have often experienced their own abuse and trauma. We ensure that any vulnerable learner is offered appropriate support, both within and outside school, sometimes via specialist agencies.

# Reporting

Our systems are well promoted, easily understood and easily accessible for children and young people to confidently report abuse, knowing their concerns will be treated seriously. 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. This can be done via:

* online reporting tool,
* links to national or local organisations
* list any other systems here

# Responding to an incident or disclosure

In this policy we recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB)

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

List the school process if required.

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:

List relevant agencies e.g., MASH, Early Help, CAMHS, Police etc

## 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., including 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 learner, as well as parents or carers. Where appropriate, the learners involved will also be asked to contribute.

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

Education

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

* Cross curricular programmes (e.g., using the [ProjectEVOLVE](https://projectevolve.co.uk/) resources)
* Computing
* List other opportunities to deliver teaching and learning around HSB here e.g., assemblies, pastoral/form time, discrete lessons, 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 learners and other members of the school community to ensure that it is dynamic, evolving and based on need. We do this by:

* *Surveys*
* *Focus groups*
* *Parental engagement*
* *Staff consultation*
* *Staff training*

The following resources are used:

* ProjectEVOLVE - <https://projectevolve.co.uk>
* List other resources which are used to deliver the curriculum here

In line with good practice, we have created child-friendly versions of key safeguarding policies, produced and regularly evaluated in consultation with young people. List those that are available below.

## Training

It is effective safeguarding practice for the designated safeguarding lead (and their deputies) to have a good understanding of HSB. This could form part of their safeguarding training. This will aid in planning preventative education, implementing preventative 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.

* [Brook traffic light tool](https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/)
* [NSPCC training](https://learning.nspcc.org.uk/training/harmful-sexual-behaviour-hsb-schools?gclid=CjwKCAjw6MKXBhA5EiwANWLODGmh-eHkouOICdUDL51ocpZPvIt5cHxf2KU3QwdR-DbVi4VXQtamkRoC7SgQAvD_BwE&gclsrc=aw.ds)
* Whole staff training
* List other training the school has undertaken

A clear training strategy which supports staff to respond effectively to different types of harassment and sexual misconduct incidents. This should involve an assessment of the training needs of all staff. This strategy should be reviewed and evaluated on a regular basis to ensure it is fit for purpose.

Training should 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.

## Links

Child Exploitation and Online Protection command: [CEOP](https://www.thinkuknow.co.uk/) is a law enforcement agency which aims to keep children 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 its Child Protection Advisors

The [NSPCC](https://www.nspcc.org.uk/) 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)

Support from specialist sexual violence sector organisations such as [Rape Crisis](https://rapecrisis.org.uk/) or [The Survivors Trust](https://www.thesurvivorstrust.org/)

The [Anti-Bullying Alliance](https://anti-bullyingalliance.org.uk/) has developed guidance for schools about Sexual and sexist bullying.

The [UK Safer Internet Centre](https://saferinternet.org.uk/) provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues

[Internet Watch Foundation](https://www.iwf.org.uk/): If the incident/report 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](https://www.iwf.org.uk/our-technology/report-remove/) is a free tool that allows children 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](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people): Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery).

[Thinkuknow](https://www.thinkuknow.co.uk/) from NCA-CEOP provides support for the children’s workforce, parents and carers on staying safe online

[Lucy Faithful Foundation](https://www.lucyfaithfull.org.uk/)

[Marie Collins Foundation](https://www.mariecollinsfoundation.org.uk/)

[NSPCC National Clinical and Assessment Servic](https://learning.nspcc.org.uk/services-children-families/ncats)e (NCATS)

[Project deSHAME from Childnet](https://www.childnet.com/what-we-do/our-projects/project-deshame/) provides useful research, advice and resources regarding online sexual harassment.

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