



Child on Child Sexual Violence and Sexual Harassment – appendix to the Frances Bardsley Academy for Girls Safeguarding and Child Protection Policy 2026

INTRODUCTION

CEO of LIFE Education Trust Statement on sexual violence and Sexual Harassment

It is very clear that there is a growing concern about the treatment of girls and young women in schools. This has included physical, emotional, sexual harassment, and abuse, and included a significant number of high-profile schools.

These concerns follow in the wake of the significant media coverage surrounding the death of Sarah Everard before Easter.

As a Trust, we have taken time to speak together as school leaders and Safeguarding Leads, exploring ways in which we can understand these issues, their causes and some possible ways forward. We recognise that we must educate and change attitudes towards all kinds of harassment and related behaviours.

We are fully committed to the safeguarding and wellbeing of all of our students, which is why heartfelt compassion is one of our core beliefs. The Frances Bardsley Academy for Girls has featured on the BBC News in recognition of their work supporting the wellbeing of students particularly through their former Wellbeing Centre now called The Platform..

The Trust has a safeguarding lead to work across the schools and all staff have regular safeguarding training, underpinned by robust safeguarding policies which are available on the school websites. Recently we consulted with all of our parents on our Relationships and Sex Education Policy, which is available on individual schools' websites, along with each school's RSE curriculum content.

When drafting this appendix, we have taken the considered decision to meet with senior pupils across our schools; members of School Councils, Student Prefects and LIFE Ambassadors; to discuss how best we can support students who have the courage to come forward and report these challenging issues. We gained their views on the current processes in place but most importantly look at how we can effect change, which will empower and instill confidence in our students to speak out.

The opinions of our pupils, their thoughts and feelings must be heard. They will assist the Trust as we formulate a more long-term approach to this situation. Their views will help shape positive behaviours and allow for a greater understanding and clarity about sexual harassment, its causes and effects, among all those in our community.

Julian Dutnall, August 2021

Part One

1.0 Intent

In response to the many disclosures, predominantly (but not entirely) by female students which were posted on the website Everybody's Invited, the school undertook a survey across all year groups to establish our students views on the school's delivery of Sex Education and Relationships, the process for reporting allegations and the support offered by the school. The survey explored the school's support network for all students in the event they experience sexual violence or harassment in school, as well as the school's process and procedures when dealing with an allegation of this nature.

Frances Bardsley Academy passionately believe that all students should feel that they have been listened to and supported in a compassionate and non-judgemental way and that child-on-child abuse **will not** be tolerated in our school. This addendum was created in response of the Safeguarding and Child Protection Policy 2023, which makes specific reference to child-on-child abuse and sexual harassment. Results from our student survey as well as focus group data will assist the school to enhance our practice of supporting students while delivering an enriched and targeted staff-training programme within our school. The school's objectives regarding sexual harassment will be made clear to all staff and students.

We aim to:

- Create a working and learning environment that is free from sexual harassment
- To promote appropriate standards of conduct at all times
- To encourage the reporting of prohibited behaviour
- To provide a safe environment for victims
- To treat all allegations and complaints in a serious, fair, sensitive and confidential manner
- To guarantee against victimisation and reprisals
- To provide a process which meets the needs of our students
- To continually educate our students on healthy relationships and acceptable behaviours

2.0 Context

Reports of sexual violence and harassment are likely to be complex and whilst decisions will need to be made quickly in any case where a child/student is at immediate risk there will be times when quick decisions may not be the best way to proceed. Following the policy methodically so that an informed decision can be made on evidence collected over the course of an allegation.

The aim of this policy is to support staff within our school through appropriate training so they are prepared and empowered to deal with students in the event a disclosure of this nature is made, and with the knowledge, they have gained the skill set to remain professional, composed and will act accordingly.

The DSL and her team will call upon and refer to a number of professional agencies for support and in particular Social Services and the Police. In the event of an allegation of rape, assault, penetration or sexual assault it is crucial to speak with the victim and explain that the school will inform other agencies, so that the victim can access all of the necessary support required.

3.0 Victims and alleged perpetrators

There are various terms to define children who have been subjected to sexual abuse, violence of sexual harassment and a number of terms to define those who are alleged to have committed out any form of abuse.

For the purpose of this policy, we use the term "victim". It is generally recognised and understood term. The school will ensure that staff recognise not everyone who has been subject to sexual violence or sexual harassment

considers themselves a victim or want to be described in this way. Staff should be aware of this when they are managing any incident and be prepared to use any term with which the individual feels most comfortable.

For the purpose of this policy, we use the term “alleged perpetrator” and where applicable “perpetrator”. These are widely recognised terms and considered appropriate to assist operational measures.

It is important all staff are mindful of the terminology they use when dealing with any allegation, especially when they are speaking to or in front of children.

4.0 Definitions and types of sexual abuse

4.1 Sexual violence It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this policy, we do so in the context of child-on-child sexual violence.

4.2 Rape A person (A) commits an offence of rape if 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.

4.3 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.

4.4 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.

5.0 What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may/can be given to one sort of sexual activity but not another. Consent may be withdrawn at any time during sexual activity and each time it occurs.

- A child under the age of 13 can **NEVER** consent to sexual activity;
- The age of consent is 16
- Sexual intercourse without consent is rape

6.0 Sexual Harassment

For the purposes of this policy, when referring to sexual harassment we mean “**unwanted conduct of a sexual nature**” which, can occur online and offline. When we (Frances Bardsley Academy) refer to sexual harassment, it is in the context of child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded, worthless and humiliated, and could potentially create a hostile, unpleasant and sexualised environment.

It is important staff recognise sexual harassment can include:

- Sexual comments such as telling sexual stories, sexual jokes, making vulgar remarks about a person’s attire or presentation and calling someone sexualised names.
- Sexual jokes or teasing
- Physical behaviours, such as; deliberately brushing against someone, interfering with someone’s clothing, for example the pulling of a bra strap and displaying photos of a sexual nature.
- Online sexual harassment. This may be unconnected, or part of a wider pattern of sexual harassment and/or sexual violence. It could include sharing of sexual images and videos, sexualised online bullying as well as unwanted sexualised comments and messages on social media, incidents of this nature will be referred to in the school’s Online Safety, Anti-Bullying and Behaviour Policies, as well as the schools Home School Agreement.

- The UK Safer internet Centre provides on-line safety helpline for professionals at 0444 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
- **The Anti-Bullying Alliance** has developed guidance for schools about Sexual and sexist bullying.

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

7.0 Harmful sexual behaviour

Abusive and violent sexual behaviours are developmentally inappropriate and could cause developmental damage. The term most widely used and adopted by social care in child protection when referring to this type of behaviour is “harmful sexual behaviour” Harmful sexual behaviour can occur online and/or offline and can occur simultaneously between the two.

When schools consider what constitutes harmful sexual behaviour, they must consider the ages and stages of development of the children, as these are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, especially if one of the children is at least 2 years older or if one of the children is pre-pubescent and the other is not. However, staff should be made aware that younger children can abuse older children, for example if the older child is considered to have special educational needs and therefore is considered highly vulnerable or is physically smaller in stature. For more information, staff can refer to **NSPCC - Understanding Sexual Behaviour in Children.**

Part Two

8.0 Frances Bardsley Academy’s approach to sexual violence and sexual harassment.

To help improve the school’s approach to sexual violence and sexual harassment the school analysed the information from the student survey, with the intention to make the school’s safeguarding procedures in relation to sexual violence and sexual harassment clear, informative and easy for all to understand. The school undertook a survey across all year groups to establish the views and thoughts of our students. The feedback influenced the school’s processes for handling allegations as well as the delivery of the school’s PSHE and RSE curriculum.

The student survey revealed:

- *It was important to have a clear and honest plan of what will happen now that they have made an allegation*
- *Staff will support them or source the support for them to deal with their emotions and trauma*
- *To ensure privacy at all times, be mindful of taking students out of class, how will this be perceived by their peers and other staff?*
- *To be patient at all times, students voiced they did not want to feel that they are a burden*
- *To allow time and space for the victim, time out of class or school*
- *To remain calm*
- *Not to be judged*
- *The fear of feeling that they are not being believed*
- *Lack of honesty on what is likely to happen*
- *Reassurance the matter will not be discussed with other teachers and for them (the victim) to know who will know and why*
- *To have a clear plan of support which the victim can access easily*
- *To make it clear to the victim there should be no feelings of shame or stigma on their part for reporting sexual violence or sexual harassment*

Having distilled the information Frances Bardsley Academy will take the following steps:

- Staff will be regularly trained in all matters relating to safeguarding, the different types of abuse and neglect, with emphasis on sexual violence and sexual harassment.
- Staff will be made aware of the process to follow in the event a child makes an allegation or raises a concern.
- Staff training will review the schools' "approach" which staff must adopt in the event a child makes an allegation of this nature
- Staff will be reminded that students can speak to anyone who they feel comfortable with, this is not exclusive to the Safeguarding Lead and her Team
- DSL and her team will actively promote the school's support and the services and support that is available to all students within the school.
- Children will be taught about safeguarding, to include staying safe on-line
- All staff will be trained on how to use the school's safeguarding reporting tool, how to respond to a report of abuse, and how they can offer support or where to go to if they need advice and support.
- The DSL will regularly review records of any issues relating to sexual violence and sexual harassment, to establish if there are any concerning patterns among friendship groups, year groups etc. This will prompt the school to provide additional support and education to any particular cohort when required.

9.0 Healthy Relationships and education

The school's PSHE and RSE Curriculum ensures that all students have an increased understanding of relationships, heightened aspirations, improved confidence, a better understanding of consent and looks to prevent domestic abuse. The school has a planned an extensive programme of evidenced based content delivered through the curriculum, school assemblies and targeted events. An example of some the areas covered:

- *Sexting*
- *On-line Pornography*
- *Unhealthy relationships*
- *Child on Child abuse*
- *Respect and Relationships*
- *Consent and Boundaries*
- *Being positive and Self-Esteem*
- *FGM and the law*
- *Contraception*
- *Gender Identity*
- *Sexual Health*

We also invite organisations and guest speakers in to deliver information to our students as well as our parents.

Part Three

Managing allegations

10.0 Managing the report.

When reports of sexual violence or sexual harassment have been made, the school will act in accordance with Part five of KCSIE 2026.

The school will always consider any report of sexual harassment or sexual violence, and record all of the details according to the schools Safeguarding and Child Protection Policy. The school will take the allegation seriously, support the victim and make sure all safety measures are put in place so that the victim feels protected and secure. The victim must always be made to feel that the staff member takes the allegation very seriously, **that sexual violence and harassment will not be tolerated**. It is important staff are made aware sexual language is not "banter" or part of "growing up". Most importantly, staff must reassure the victim it is not their fault and that they must not

feel ashamed. When reports of sexual violence or sexual harassment are made, the school will act in accordance with Part five of KCSIE 2026 and Sexual Offences Act (2003).

All staff at Frances Bardsley Academy have been trained to manage safeguarding concerns and reports using the school's electronic safeguarding tool, as outlined in the school's Safeguarding and Child Protection Policy 2026.

The DSL and her team will take into account that in some cases the child may struggle to attend their normal day-to-day timetable and routine. It is important that the school listens to the victim's fears and in discussion with the parents or carers; a support plan should be put in place to help the child manage the situation while still attending school. In the event the victim is too traumatised to attend school, then the school will source alternative provision to help re-engage the student at a pace they are able to cope with.

For those victims who remain in school, the DSL will work with the child and the family to ensure all safety measures have been put in place and that the victim will have access to a trusted staff member of their choice to discuss their concerns and wishes. The school will always respect this choice.

In line with KCSIE 2026 and the school's Safeguarding and Child Protection Policy Procedures all staff will be made aware of the following key principles:

- All staff must be trained and know how to manage a report in line with other disclosures related to safeguarding.
- Staff should not promise confidentiality
- Staff must not share the report with any other staff member other than the DSL and her team
- The victim should be made aware of who the report will be passed to and the possible next steps
- Staff should listen to the child, be clear on professional boundaries.
- Staff should not ask any leading questions – staff can prompt the child by asking Where, When and What?
- Think about the best way to record the report – staff are reminded to write up their report immediately, this will help staff capture all of the information which has been shared
- Staff should not be allowed to be distracted, the child must have the staff member's full attention
- To record facts, notes should reflect the child's account of what has been shared.
- Staff must be mindful NOT to record their views or opinions, as their notes could become part of a statutory assessment by children's social services or as part of a police investigation
- If the incident includes online abuse, staff must be aware of searching, screening and confiscation advice as well as UKCCIS sexting advice.
- Staff should not view or forward illegal images of a child. If this is unavoidable then these should be shared with the DSL only.
- All allegations should be shared with the DSL as soon as it is possible, in the event the DSL is unavailable then the Deputy must be made aware of the allegation.

All staff will be required to familiarise themselves with Part five from point 552 Responding to reports of the Sexual violence and sexual harassment and for further guidance on the following options:

- Managing allegations internally
- Early Help Service
- Referral to Children's Social Care
- Reporting to the Police

A dedicated NSPCC helpline is now available to offer advice to children and adults: 0800 136 663. The NSPCC provides a helpline for professionals at 0800 800 5000 and help@nspcc.org.uk.

There may be reports where alleged sexual violence or sexual harassment involves pupils or students from the same school, but it is alleged to have taken place away from the school premises, or online. There may also be reports where the children concerned attend two or more different schools, colleges or alternative provisions. The

safeguarding principles, and duties of individual schools, colleges and AP's to safeguard and promote the welfare of pupils and students remain the same.

Following a report to the DSL or Deputy, how the investigation proceeds will be managed in consultation with other agencies such as Havering MASH (Multi Agency Sharing Hub), the Police and the Safer Schools Officer.

11.0 Risk Assessment

When there has been a report of sexual violence, the DSL (or her Deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.
- Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school will be actively considering the risks posed to all their student's safety and putting adequate measures in place to protect them to keep them safe.

The DSL (or Deputy) will ensure that they are engaging with children's social care and specialist services if required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments will be used to inform the school's approach to supporting and protecting students and updating its own risk assessment.

12.0 Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice found in Keeping Children Safe in Education 2026 and should shape any decisions regarding safeguarding and supporting the victim.

- Consider the age and development stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual violence and sexual harassment, a power balance is likely to have been created between the victim and the perpetrator.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible the victim, if they wish, should be able to continue their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

Support can include:

- Children and Young People's Independent Sexual Violence Advisors (CHISVA) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help victims understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. CHIVAS will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.
- Police and social care agencies can signpost to CHIVAS services (where available) or the young person, school, or college can make referrals directly to CHIVAS. Contact details for CHIVAS can be found at the *Rape Crisis and the Survivors Trust*.
- *Child adolescent mental health services (CAMHS)*
- Rape Crisis Centres can provide therapeutic support for children who have experienced sexual violence
- The Survivors Trust

- *Internet Watch Foundation* (to potentially remove illegal images)

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support is required, the school should ask the victim if they would find it helpful to have a designated trusted adult (for example, their Progress Managers, Heads of Year, Form Tutor or a member of the safeguarding team) to talk to about their needs. The choice of any such adult should be the victim's. Frances Bardsley Academy will always respect and support the victim's choice).

A victim of sexual violence is likely to be traumatised and, in some cases may struggle in a normal classroom environment. While schools should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools should provide a physical space for victims to withdraw.

It may be necessary for schools to maintain arrangements to protect and support the victim for a long period. Schools should be prepared for this and should work with children's social care and other agencies as required.

It is important that the school do everything it reasonably can to protect the victim from bullying and harassment because of any report they have made.

Whilst they should be given all the necessary support to remain in their school, if the trauma results in the victim being unable to do this, alternative provision or move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following consultation with their parents or carers).

It is important that if the victim does move to another educational establishment (for any reason), the DSL should take responsibility to ensure this happens (and should discuss with the victim and where appropriate, their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

13.0 Safeguarding and supporting the alleged perpetrator

The following principles are based on effective safeguarding practice in *Keeping Children Safe in Education 2026* and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- The school or college will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.
- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be a symptom of either their own abuse or exposure to abusive practices and materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- It is important that if the alleged perpetrator does move to another educational establishment (for any reason), that the new educational establishment is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The DSL should take responsibility to ensure this happens and well as transferring the child protection file.

14.0 Discipline and the alleged perpetrator

With regard to the alleged perpetrator, we (Frances Bardsley Academy) will act in accordance with our Behaviour Management in Practice Policy and discipline students whose conduct falls below the standard, which could be reasonably expected of them. Disciplinary action can be taken whilst other investigations by the police and/or children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened and imposing a penalty accordingly.

This is a matter for the school and will be carefully considered on a case-by-case basis. The DSL or her deputy should take a leading role. The school should consider if, by taking action, they would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or children's social care should help us as a school make a judgement. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach their own view about what happened while an independent investigation is considering the same facts.

15.0 Ongoing Considerations: Victim and alleged perpetrator sharing classes

This will involve complex and difficult professional decisions, including considering our duty to safeguard students and our duty to educate them. It is important each report is considered on a case-by-case basis and risk assessments are updated accordingly.

DFE guidance states that where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education and welfare of the victim (and potentially other students)

Where a criminal investigation into sexual assault leads to a conviction or caution, the school should, if it has not already, consider any suitable actions and refer to the school's Behaviour Management in Practice Policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases. The DSL and her team will be responsible for overseeing safeguarding arrangements and communicating with staff. In all cases, schools should record and be able to justify their decision-making.

16.0 Working with parents and carers

When dealing with complex situation the school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary in the case of sexual harassment and should be considered (on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put the child at additional risk. The school will need to consider what information it provides to the respective parents and carers about the other child involved and when it does so. In some cases, children's social care and/or the police will have a very clear view and it will be important for the school to work with relevant agencies to ensure a consistent approach is taken to information sharing.

It is the intention of the school that, should the circumstances dictate, we will meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also our intention that the school would meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator, such as, for example, moving them

out of classes with the victim and what this means for their education. The reason behind any decisions would be explained and support for the alleged perpetrator also discussed.

The DSL and/or her Deputy would generally attend such meetings. Consideration of the attendance of other agencies should be on a case-by-case basis.

17.0 Safeguarding other children

Consideration will be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required. The school has its own counselling services as well as a strong pastoral team.

Following any report of sexual violence or sexual harassment, it is likely that some children will “take sides”. The school will do all it possible can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed. In the event this takes place, the school will refer to the school’s Anti Bullying policy and take the appropriate action.

Social media is very likely to play a central role in the fall out of any incident or alleged incident. There is potential for contact between the victim and the perpetrator and a very high likelihood that friends from either side could harass the victim or alleged perpetrator online and/or become victims of harassment themselves. The school will encourage all parents and carers to monitor their child’s use of social media, and will signpost parents to specialist online safety support.

School transport is a potentially vulnerable place for a victim or alleged perpetrator following any incident or alleged incident. The school, as part of its risk assessment, will consider any additional potential support needs to keep all of the children safe.

A whole school approach to safeguarding, a culture that makes clear that sexual violence and sexual harassment is always unacceptable, and a strong preventative education programme will help create an environment in which all children at the school are supportive and respectable to their peers when reports of sexual violence or sexual harassment are made.

It is important that the school keep its policies, processes and curriculum under constant review to protect all children. Reports of sexual violence and sexual harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systematic problems that could and should be addressed by updating relevant policies processes or relevant parts of the curriculum.

18.0 Managing reports where the alleged perpetrator has left the school

Where the alleged perpetrator never attended school or is no longer at the school, it is not possible to carry out a proper investigation into a report of sexual assault or sexual harassment. Instead, the focus, as ever, will be on supporting the child and acting in their best interests. This may involve working with children’s social care and/or the police, depending on the extent of the allegations. As above, before involving social care or the police, it is important to discuss this with the victim, explaining why it is important for those agencies to know and how they will be able to support the victim.

19.0 Previously investigated reports

It is possible that a former or current student could now reconsider their historical report and express their disappointment with the outcome, the investigation or some other aspect of it.

Should such a situation occur the school would manage these cases as complaints, in the first instance. The school will refer to the Trusts’ Complaints Policy. If the outcome of the complaint is that the investigation was flawed and/or an outcome was not appropriate, then a reinvestigation could be considered. Again, the focus must be on the

interests of the victim, and consideration should be given to the impact of a second investigation on the alleged perpetrator. A decision will need to be made on a case-by-case basis.

The option of the victim reporting the issue to the police remains open to them and it may well be that they choose to involve the police. If so, the school will work with the police (and children's social services) as we normally would with safeguarding concerns.

Flowchart for responding and recording concerns about a child following an allegation of sexual harassment/sexual abuse and the steps the school will take following a disclosure of this nature

The staff member will listen to the student and inform them that you cannot keep information to yourself and that:

- **Staff will not make any judgements**
- **Staff will be mindful of their body language**
- **The student will have your undivided attention**
- **Do not ask any leading questions**
- **Ask the student if she feels comfortable for you to**
- **record the details of the information/allegation**
- **Refer to pages 6-7 of this document for further advice**

Your DSL is: Emilie Darabasz
Deputy Safeguarding Leads are:
Fiona Martin, Perry Lynch,
Laura Hebden Sherelle Oakley,
Sana Haroon, Jade Cox,
Aline Ingabire, Annette Poh

- Having recorded your concern speak to the DSL or Deputy as a matter of urgency.
- Make sure the child is kept safe the DSL will advise you if the child is safe to leave school.
- The DSL will advise what action to take with regard to the alleged perpetrator.

Depending on the severity of the allegation the DSL or Safeguarding Deputy will review the information provided by the staff member and decide upon the appropriate course of action as follows

Decision made to monitor the concern. The student will have support from the school's Pastoral Team. Decision is recorded in the safeguarding file for the child

Decision made to discuss the concern with parent/carer

Decision made to refer the allegation to the Police followed up in writing to Havering MASH

Appropriate staff members plan to ensure the student feels safe at school and what action to take with regard to the alleged perpetrator. Action plans will be agreed case by case.

DSL will discuss with parents. The discussion will be recorded in the safeguarding file for the child.

A MARF is submitted to MASH (Same working day ASAP) Decision is recorded in the safeguarding file for the child

If the Designated Safeguarding Lead and team are not available, the staff member with the support of the most senior member of staff available, make a direct referral to MASH.

Key Contacts

MASH Team

01708 433222 (day)

01708 433999 (night)

tmash@havering.gov.uk

<https://my.havering.gov.uk/Pages/OnlineForms/Multi-Agency-Referral-form.aspx#Information>

HES safeguarding team

Carol Rockey carol.rockey@havering.gov.uk 01708 431651

Michelle Wain michelle.wain@havering.gov.uk 01708 431650

Online Safety

Amanda Jackson – Amanda.jackson@havering.gov.uk

Dave Smith – dave.smith@havering.gov.uk

Where to go for further advice and information

- 1.1 DfE: Statutory guidance: Keeping children safe in education 2026
https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026_.pdf
- 1.2 safeguard children 2023 <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- 1.3 DfE: Sexual violence and sexual harassment between children in schools and colleges 2021
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- 1.4 Havering Local Safeguarding Partnership
https://www.havering.gov.uk/info/20083/safeguarding_children
- 1.5 Havering: MARF
https://www.havering.gov.uk/downloads/download/306/multi-agency_referral_form_marf
- 1.6 DfE: Advice what to do if you are worried that a child is being abused HMG, 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- 1.7 DfE: Behaviour and discipline in schools, July 2020
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- 1.8 DfE: Cyberbullying: Advice for head teachers and school staff, November 2014
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf
- 1.9 DfE Harmful online challenges and online hoaxes
<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes>
- 2.0 DfE: Preventing and Tackling Bullying 2017

- 2.1 DfE: Teaching Online Safety in schools 2019
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- 2.2 DfE summary - Gov.UK: Safeguarding children, latest documents
<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children/latest>
- 2.3 UKCIS: Online safety in schools and colleges: Questions from the Governing Board 2020
<https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board>
- 2.4 UKCIS: Sharing nudes and semi nudes
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- 2.5 NPCC- When to call the police
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>
- 2.6 Key messages from research on children and young people who display harmful sexual behaviour (PDF)
https://www.csacentre.org.uk/index.cfm/_api/render/file/?method=inline&fileID=E2C17C42-5084-47CC-902E94451079C6B6