



## **Our response to sexual violence and harassment (including between children).**

### **Principles.**

- We believe that all children have a right to attend school and learn in a safe environment.
- We believe that all children should be free from harm by adults in the school and other children.
- We recognise that children are capable of abusing their peers.
- We uphold the principle that there is a zero-tolerance approach to sexual violence and sexual harassment.
- We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

### **How we aim to prevent sexual violence and harassment.**

- Quality teaching of a carefully sequenced and age-appropriate Relationship and Health Education Curriculum based on the Department for Education's statutory guidance. This teaching is part of the school's Personal, Social, Health and Economic Education (PSHE) Curriculum.
- On-going teaching and support for children with regard to positive relationships and friendships and being considerate to others.
- A consistent policy and approach to behaviour management and anti-bullying that is in-line with the school's positive vision and values.
- On-going staff, governor and volunteer training to understand and ensure the early identification of any sexual violence or harassment.
- On-going staff, governor and volunteer training to ensure the early reporting to the school's Designated Safeguarding Lead (or Deputy Designated Safeguarding Leads) of any sexual violence or harassment.

### **How we will respond to any reports of sexual violence and harassment.**

- Efficient and high prioritising of the reporting of concerns to the school's Designated Safeguarding Lead (or Deputy Designated Safeguarding Leads).
- Efficient and high prioritising of referrals to Children's Services.
- Planned and appropriate levels of intervention based on whether sexual behaviours are deemed to be 'green' (safe and healthy) 'amber' (potential to be outside of safe and healthy) or 'red' (definitely outside of being safe and healthy). See over the page for further information.
- The Designated Safeguarding Lead will make an immediate risk and needs assessment to protect and support the victim, support and discipline the alleged perpetrator, protect and support other children and to consider how to keep the victim and perpetrator apart in school.
- Liaising, partnering and working with other safeguarding and specialist agencies.
- Informing parents (unless this would put the child at greater risk).

## Sexual Behaviours: age 5 to 9.

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### **What is a green behaviour?**

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

### **What can you do?**

Green behaviours provide opportunities to give positive feedback and additional information.

### **Green behaviours 5-9**

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body
  
- consensual kissing, hugging, holding hands with peers

### **What is an amber behaviour?**

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

### **What can you do?**

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### **Amber behaviours 5-9**

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### **What is a red behaviour?**

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

### **What can you do?**

Red behaviours indicate a need for immediate intervention and action.

### **Red behaviours 5-9**

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online



