



St Clement & St James, St Thomas' & Princess Frederica
CE Primary Schools
Anti-bullying Policy

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Partnership vision

'Belonging, learning and growth for life in all its fullness'

Our vision is rooted in biblical teaching as defined by John 10:10:

*'I have come that they may have **life**, and have it to the **full**'*

Belonging - Everyone included, everyone welcome

Learning - Love to learn and gain knowledge

Growth - grow spiritually in confidence and courage

What is Bullying?

At ST Federation we believe that bullying is:

Individuals or groups repeatedly physically or emotionally hurting another person or a group of people on purpose.

This means:

- Bullies can be one or more people
- Victims can be one or more people
- Bullying can be physical (kicking, punching, scratching, tripping up etc)
- Bullying can be verbal (name calling, swearing, saying unkind things about family etc)
- Bullying can happen via the Internet and on mobile phones
- Bullying is repeated and happens more than once
- Bullying is planned by someone against someone else

How we aim to prevent bullying:

- By talking about it openly and regularly
- Encourage children to feel comfortable talking about bullying
- Giving time to the subject, in class, in assembly, circle time etc.
- Through role play and drama
- Through regular circle time
- By making it clear that bullying is not acceptable and will not be tolerated in school or in society
- By involving children and parents in tackling bullying

- By giving children the opportunity to take part in a restorative justice conference
- By promoting and rewarding positive behaviour
- By reporting bullying (or any concerns) to adults or using the worry boxes in classes. These will be checked regularly, incidents monitored and staff informed as appropriate by senior staff.

When bullying occurs:

1. **Immediate Steps**

Talk to the victim and then the bully concerned individually and then together if appropriate (set additional time to deal with the incident if needed)

2. **Recording/Reporting Incidents**

Write down accounts of incidents from all parties and keep a copy in the child's file

At LifeFull Schools, HT or DHT will record incidents on CPOMS

Encourage children to write incidents down and post in the worry boxes at Princess Frederica and St Thomas' and in the Care to Grow - Speak Up box at SCSJ

Monitor the situation and review the strategies regularly

3. **Who is informed**

All staff who work in the Key Stage and playground need to know.

Head of school should be informed.

Parents of the victim and bully should also be informed.

Opportunities for helping those children perpetrating the bullying will be discussed as necessary.

Supporting the bully and getting to the root of the problems might help prevent incidents from reoccurring.

4. **Sanctions**

If the behaviour has been occurring at playtime, then the perpetrator should miss playtime.

A call/meeting arranged with parents inviting them in to discuss the matter.

Continuous behaviour will have additional consequences (see Relationships & behaviour policy). If problems continue, Head or Deputy or outside agencies might be involved.

5. **Restorative Approach**

The schools have adopted a 'restorative justice' approach to helping children resolve their differences and talk about incidents, which may have upset them at school. Initially, any child involved in a more serious behaviour or bullying incident at school will have a chance to talk to an adult about what happened, explaining their thoughts and feelings and how they think their actions might have affected others. Where appropriate, children may also meet up with each other after an incident has occurred (with adult supervision), to discuss the issues, apologise where necessary and accept responsibility for any mistakes made.

The school hopes that by helping the children understand each other's emotions better, it will reduce the number of incidents in school even further and eventually help the children to calmly articulate where they feel there is injustice.

End of school day

Staff should lead children into the playground at the end of the school day to ensure that all children leave the premises safely. Whilst the school does not have responsibility for children once they have left the premises, we expect children to behave sensibly. Where incidents are reported to the school, the Headteacher will either write to/speak to parents, or in the more serious or persistent cases contact the Education Welfare Service.

Homophobic abuse

We live in a society that allows people the freedom to make their own decisions about how they choose to live. This is a free country and everyone within it has the right to reach their own decisions. Adults live in many different arrangements:

- Some grown ups live alone
- Some are married and live as man and wife
- Sometimes a man and a woman live together in a relationship, as a couple, and choose not to marry
- Sometimes two men live together in a relationship, as a couple. These men may, or may not, be married
- Sometimes two women live together in a relationship, as a couple. These women may, or may not, be married.

Whatever decisions people take they should be respected by others. This is what happens in a civilised, tolerant society. Everyone is entitled to their own views about these different arrangements, but they should always accept and respect the choices made by others.

The word 'gay' is used in our society to describe two men, or two women, who are together, in a relationship, as a couple. It is not a bad word and it is not a word of abuse. It is a word that describes two people of the same gender who are a couple. Sometimes children use the word, wrongly, in an unkind and abusive way. This is a form of name calling which is called homophobic bullying. It causes offence and upset to others.

All offensive name calling is unacceptable and will not be tolerated in our polite, friendly, school. It will always be challenged and firm action will be taken against anyone behaving in this unacceptable way. Any incidents that occur will be investigated and brief details of the incident will be recorded in a log. The school has a legal duty to report such incidents to LifeFull governors and provide the information to the Local Authority or Ofsted.

As we grow as Christians we are learning the importance of accepting that people are different and that they have the right to be different.

Cyber bullying and online safety

1. Aims

Our school aims to:

Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors

Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content - being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scam

2. Legislation and guidance

This policy is based on the Department for Education's (DfE) statutory safeguarding guidance, [Keeping Children Safe in Education](#), and its advice for schools on:

3. Roles and responsibilities

3.1 The governing board

The governing board has overall responsibility for monitoring this policy and holding the headteacher to account for its implementation.

The governing board will co-ordinate regular meetings with appropriate staff to discuss online safety, and monitor online safety logs as provided by the designated safeguarding lead (DSL).

3.2 The headteacher

The headteacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

3.3 The designated safeguarding lead

Details of the school's DSL are set out in our child protection and safeguarding policy as well as relevant job descriptions.

The DSL takes lead responsibility for online safety in school, in particular:

Supporting the headteacher in ensuring that staff understand this policy and that it is being implemented consistently throughout the school

Working with the headteacher, ICT manager and other staff, as necessary, to address any online safety issues or incidents

Managing all online safety issues and incidents in line with the school safeguarding policy

Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy

Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy

Updating and delivering staff training on online safety

Liaising with other agencies and/or external services if necessary

Providing regular reports on online safety in school to the headteacher and/or governing board

This list is not intended to be exhaustive.

3.4 The ICT manager

The ICT manager is responsible for:

Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems, which are reviewed and updated on a regular basis to assess effectiveness and ensure pupils are kept safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material

Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly

Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files

Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

3.5 All staff and volunteers

All staff, including contractors and agency staff, and volunteers are responsible for:

Maintaining an understanding of this policy

Implementing this policy consistently

Agreeing and adhering to the terms on acceptable use of the school's ICT systems and the internet and ensuring that pupils follow the school's terms on acceptable use

3.6 Parents

Parents are expected to:

Notify a member of staff or the headteacher of any concerns or queries regarding this policy

Ensure their child has read, understood and agreed to the terms on acceptable use of the school's ICT systems and internet

3.7 Visitors and members of the community

Visitors and members of the community who use the school's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use.

4. Educating pupils about online safety

Pupils will be taught about online safety as part of the curriculum:

In **Key Stage 1**, pupils will be taught to:

Use technology safely and respectfully, keeping personal information private

Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Pupils in **Key Stage 2** will be taught to:

Use technology safely, respectfully and responsibly

Recognise acceptable and unacceptable behaviour

Identify a range of ways to report concerns about content and contact

By the **end of primary school**, pupils will know:

That people sometimes behave differently online, including by pretending to be someone they are not

That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

How information and data is shared and used online

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

5. Educating parents about online safety

The school will raise parents' awareness of internet safety in letters or other communications home, and in information via our website or virtual learning environment

If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with the headteacher and/or the DSL.

Concerns or queries about this policy can be raised with any member of staff or the headteacher.

6. Cyber-bullying

6.1 Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the school Relationships & behaviour policy)

6.2 Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Class teachers discuss cyber-bullying with their classes.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to

cover cyber-bullying. This includes RSHE lessons.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school Relationships & behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

6.3 Examining electronic devices

School staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils' electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

Cause harm, and/or

Disrupt teaching, and/or

Break any of the school rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

Delete that material, or

Retain it as evidence (of a criminal offence or a breach of school discipline), and/or

Report it to the police*

* Staff may also confiscate devices for evidence to hand to the police, if a pupil discloses that they are being abused and that this abuse includes an online element.

Any searching of pupils will be carried out in line with:

The DfE's latest guidance on screening, searching and confiscation

UKCIS guidance on sharing nudes and semi-nudes: advice for education settings working with children and young people

The school's COVID-19 risk assessment

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

7. Acceptable use of the internet in school

All pupils, parents, staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet

8. Pupils using mobile devices in school

Pupils are not permitted to bring mobile devices into school.

9. How the school will respond to issues of misuse

Where a pupil misuses the school's ICT systems or internet, we will follow the procedures set out in our policies. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the school's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the [staff disciplinary procedures/staff code of conduct]. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

10. Training

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

By way of this training, all staff will be made aware that:

Technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse

Children can abuse their peers online through:

- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups

- Sharing of abusive images and pornography, to those who don't want to receive such content

Physical abuse, sexual violence and initiation/hazing type violence can all contain an online element

Training will also help staff:

- develop better awareness to assist in spotting the signs and symptoms of online abuse
- develop the ability to ensure pupils can recognise dangers and risks in online activity and can weigh the risks up
- develop the ability to influence pupils to make the healthiest long-term choices and keep them safe from harm in the short term

The DSL will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

11. Monitoring arrangements

The DSL logs behaviour and safeguarding issues related to online safety.

Child-on-child sexual harassment in schools

1. Introduction

In December 2017, the Department for Education released advice; Sexual violence and sexual harassment (updated April 2021) to take into account DfE and NSPCC focus on sexual harassment and sexual violence between children in schools and colleges – advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads. The advice is to be read and referenced alongside Keeping Children Safe in Education . The focus is sexual violence and sexual harassment between children at school and college, the guidance seeks to define the issues, minimise risks and what to do if an incident occurs/alleged to have occurred.

2. Context

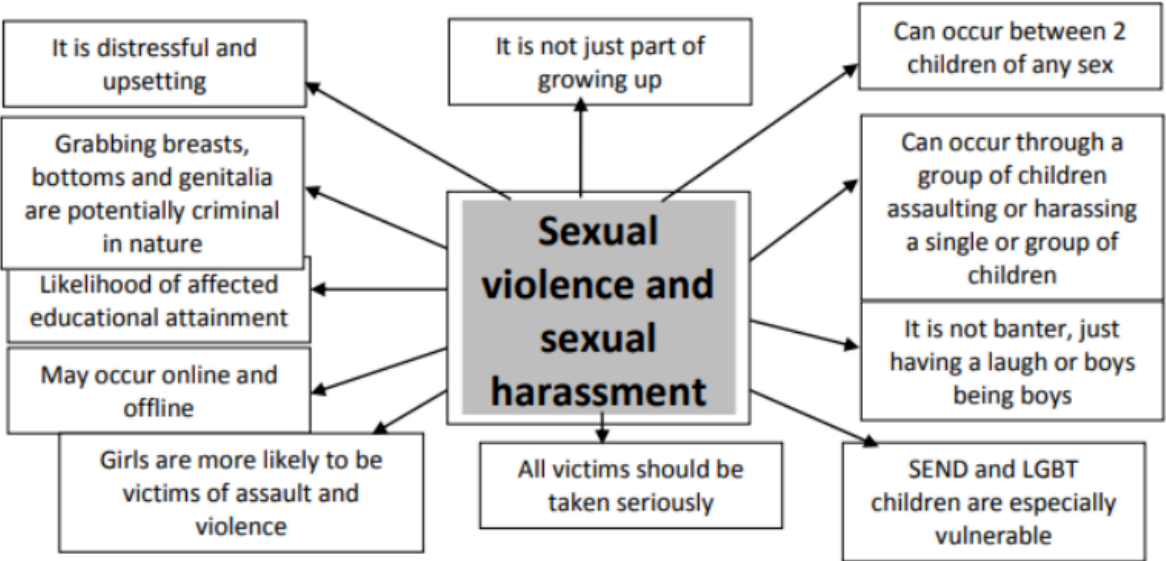
Victims and alleged perpetrators

There are many different ways to describe children who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse.

For the purposes of this advice, we use the term ‘victim’. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

For the purpose of this advice we use the term ‘alleged perpetrator’. It is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a different level of support to that which might be provided to an adult who is alleged to have abused a child.

3. What is sexual harassment and sexual violence?



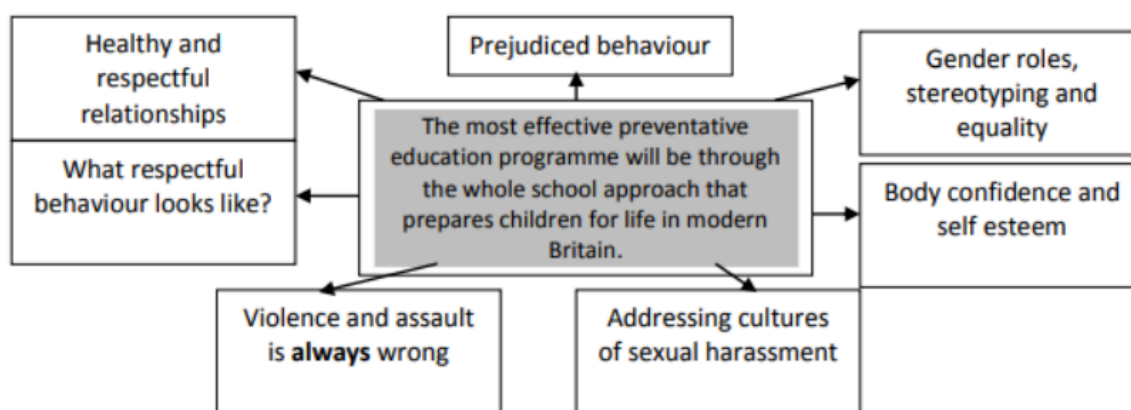
NB It is also talking about physical features and development in a way that makes someone

uncomfortable eg boobs, bums

4. Responsibilities

Schools and colleges have a statutory duty to safeguard and promote the welfare of the children at their school/college. As part of this duty, schools and colleges are required to have regard to guidance issued by the Secretary of State. All schools are required by law to have a behaviour policy and measures in place to prevent all forms of bullying. All maintained schools must provide relationship education. Schools and colleges can play an important role in preventative education. Good practice is that which allows children an open forum to talk things through and all staff should be aware of how to support children and how to manage a disclosure

5. Curriculum



These topics are covered in our RSHE curriculum and often in collective worship and circle of friends through our Christian and British Values.

6. Responding

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Some situations are clear:

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;
- Sexual intercourse without consent is rape;
- Rape, assault by penetration and sexual assault as defined in law;
- Creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

Schools and colleges are not alone in dealing with sexual violence and sexual harassment; statutory partners such as Children's Services and the police may need to become involved in some cases. It is likely that any issues will extend beyond school or college.

Online issues and the use of various social media platforms can extend the impact of the abuse. This is also the case for children using public transport and school transport; the school and college still have a duty to respond to all incidents they are made aware of even if the child has not reported directly, the school and colleges duty is to promote the welfare of children and young people remains the same i.e. that friends/peers have shared their concerns to you.

It is essential that children are reassured that they are being taken seriously and will be supported and kept safe as far as is possible. A victim should never be given the impression they are creating a

problem, nor should they be made to feel ashamed for making a report.

- Do not promise confidentiality
- Inform the victim of the next steps
- Be supportive and respectful
- Be non-judgemental, listen to what the child is saying to you
- No leading questions, use open questions
- Record the disclosure (devote time to listening to what the child is saying, write notes if it is appropriate)
- Only record the facts as the child presents them
- No personal opinions
- Inform the Designated Safeguarding Lead immediately

When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

The Designated Safeguarding Lead should consider the following:-

- Parents or carers should normally be informed (unless this would put the victim at greater risk);
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger or has been harmed a referral should be made to children's social care;
- and Rape, assault by penetration and sexual assaults are crimes. The starting point is that reports should be passed to the police.

THE DESIGNATED SAFEGUARDING LEAD WILL MAKE A DECISION WHETHER TO CONTACT CHILDREN'S SERVICES AND THE POLICE. IF THE DESIGNATED SAFEGUARDING LEAD IS NOT AVAILABLE, IT IS YOUR RESPONSIBILITY TO CONTACT CHILDREN'S SERVICES AND/OR THE POLICE. LEAVING SCHOOL/COLLEGE WITHOUT SHARING THE INFORMATION IS NOT AN OPTION.

Where there has been a report of sexual violence the Designated Safeguarding Lead should make an immediate risk assessment factoring:-

- the victim
- the alleged perpetrator
- other children (and sometimes staff)
- lessons where the victim and alleged perpetrator are together
- transport

Risk assessments should be recorded (written or electronic) and should be kept under review. A suitable risk assessment can be accessed here

<https://www.brook.org.uk/ourwork/category/sexual-behaviours-traffic-light-tool>

7. Supporting young people through criminal cases

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools and colleges should be aware of anonymity, witness support and the criminal process in general so they can offer support and act appropriately. Further information for supporting children and young people can be located here

<https://www.cps.gov.uk/legal-guidance/safeguarding-children-victims-and-witnesses>

In addition to the legal protections, as a matter of effective safeguarding practice, schools and colleges should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be in place for the children involved. Schools and colleges should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

8. Thresholds

In some cases of sexual harassment, for example one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support. All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

The school or college may decide that the children involved do not require statutory interventions but may benefit from Early Help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early Help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Where a child has been harmed, is at risk of harm, or is in immediate danger schools and colleges should make a referral to local children's social care.

In some cases, Children's Social Care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the Designated Safeguarding Lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the Designated Safeguarding Lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police.

If a child is convicted or receives a caution for a sexual offence, the school or college should update its risk assessment, ensure relevant protections are in place for all the children at the school or college and, if it has not already, and consider any suitable action in light of their behaviour policy. If the perpetrator remains in the same school or college as the victim, the school or college should be very clear as to their expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school or college thinks are reasonable and proportionate with regard to the perpetrator's timetable.

9. Ongoing responses

Consider the age and the developmental 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 imbalance is likely to have been created between the victim and alleged perpetrator.

Ages and stages of sexual behaviours:

| Ages | Sexual development and behaviours |
|--------------------------|--|
| Under 5-years-old | At this stage, it's common to notice natural exploratory behaviour emerging when children feel safe and comfortable. This includes: <ul style="list-style-type: none">● having no inhibitions about nudity (National Sexual Violence Resource Centre, 2013; Virtual Lab School, 2021)● touching their own private parts (NCTSN, 2009; National Sexual Violence Resource Centre, 2013)● showing curiosity about other people's private parts or naked bodies (Healthy Children, 2019; NCTSN, 2009)● talking about bodily functions, using words like 'poo' and 'wee' (NCTSN, |

| | |
|----------------------------------|---|
| <p>5- to 9-year-olds</p> | <p>2009, Virtual Lab School, 2021)</p> <ul style="list-style-type: none"> ● consensually role playing with their peers, exploring different relationships or roles such as ‘playing house’, ‘playing mummies and daddies’ or ‘playing doctor’ (National Sexual Violence Resource Centre, 2013; Virtual Lab School, 2021). ● Very young children can have erections, beginning from birth (Virtual Lab School, 2021). ● It is uncommon for younger children to discuss specific sexual acts, use explicit sexual language or have adult-like sexual contact with other people (Stop It Now, 2007). <p>As children get a little older, it’s common to see them displaying behaviour like:</p> <ul style="list-style-type: none"> ● becoming more modest and asking for privacy (Government of Canada, 2012; SECASA, 2017; Virtual Lab School, 2021) ● asking questions about sex and relationships, such as what sex is, where babies come from and same-sex relationships (NCTSN, 2009; Stop It Now, 2020; Virtual Lab School, 2021) ● consensually exploring relationships with peers, for example mimicking adult relationships by holding hands with a ‘boyfriend’ or ‘girlfriend’ or giving them a kiss on the cheek (NCTSN, 2009; SECASA, 2017; Stop It Now, 2007). ● As children become more aware of social norms and ‘rules’ around sexualised behaviour, it’s common for them to test boundaries. This might include using ‘naughty’ words they’ve heard from other people (NCTSN, 2009). ● It’s uncommon for children aged 5-8 to have adult-like sexual interactions, discuss specific sexual acts or self-stimulate in public (Stop It Now, 2007). |
| <p>9- to 13-year-olds</p> | <p>During these ages, children begin to get more curious about sex and relationships. They may start to be attracted to other people. Examples of typical sexual behaviour during this stage are:</p> <ul style="list-style-type: none"> ● having or wanting to have a romantic relationship with peers (of the same or different gender) (National Sexual Violence Resource Centre, 2013; Virtual Lab School, 2021) ● using sexual language, making jokes about sex or discussing sexual acts with peers (SECASA, 2017; Stop It Now, 2007; Virtual Lab School, 2021) ● wanting more privacy (National Sexual Violence Resource Centre, 2013; Virtual Lab School, 2021) ● looking for information about sex in books, online or in the media (this might lead to accidentally finding sexual pictures or videos) (National Sexual Violence Resource Centre, 2013; NCTSN, 2009; Stop It Now, 2007; Virtual Lab School, 2021) ● masturbating in private (National Sexual Violence Resource Centre, 2013; Stop It Now, 2020; Virtual Lab School, 2021). ● It’s uncommon for children in this age group to display sexual behaviour in a public place, or regularly display adult-like sexual behaviour such as having oral or genital contact or intercourse (Stop It Now, 2007; 2020) |

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.

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 will be required, schools and colleges should ask the victim if they would find it helpful to have a designated trusted adult (for example their form tutor or Designated Safeguarding Lead) to talk to about their needs. The choice of any such adult should be the victim's. Schools and colleges should respect and support this choice.

This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools and colleges should provide a physical space for victims to withdraw. If the victim does move to another educational institution (for any reason), the new educational institution must be made aware of any ongoing support needed. The Designated Safeguarding Lead should take responsibility to ensure this happens as well as transferring the child protection file.

Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". The school or college should be doing all they can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed.

10. Support and specialist organisations

| | |
|----------------------------------|---|
| Barnardo's | https://www.barnardos.org.uk |
| Lucy Faithfull Foundation | https://www.lucyfaithfull.org.uk |
| NSPCC | https://www.nspcc.org.uk |
| Rape Crisis | https://rapecrisis.org.uk |
| UK Safer Internet Centre | https://www.saferinternet.org.uk |
| Anti-Bullying Alliance | https://www.anti-bullyingalliance.org.uk |
| MoJ Victim Support | https://www.rapecentre.org.uk |
| The Survivors Trust | http://thesurvivorstrust.org/isva |
| Victim Support | https://www.victimsupport.org.uk |
| Gillick Competency | https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines |
| Parent Zone | https://parentzone.org.uk |
| Thinkuknow | https://www.thinkuknow.co.uk/parents |

11 Sexual Harassment Talk with Y4 Y5 Y6 classes with single sex groups

Look at bullying definition

I want to talk to you today about something that is very serious.

We talk to you a lot about being kind. Respect is one of our school values isn't it?

We also talk to you a lot about what bullying is. As you know, bullying is not tolerated in our school.

Does bullying happen sometimes in our school? Yes, it does.

Does bullying happen a lot in our school? No, it doesn't.

Bullying happens in all schools – not a lot, but it does happen.

What's important is what the school does about the bullying.

What happens if someone is being bullied in our school?

They tell us and we sort it out.

What might bullying be?

Go through the bullying behaviours. (For example, calling someone mean names is bullying if you keep doing it over and over again.)

Today, I'm going to talk to you about another type of behaviour that is very serious, and that we don't tolerate at XX school. It's called Sexual Harassment.

Sexual harassment is a bit like bullying, but it's slightly different.

Sexual harassment is unwanted behaviour which makes you feel intimidated, degraded or humiliated. What does that mean?

I'm going to tell you some stories now that help to explain what sexual harassment is.

Story 1:

Mark is in Year 4. He keeps saying to Ruby, "I fancy you. I want to be your boyfriend. I love you."

Ruby doesn't like this. It makes Ruby feel really uncomfortable.

So, Ruby tells Mark, "Stop doing that! I don't like it!"

But Mark keeps doing it. He keeps saying things to Ruby like, "I love you, Ruby" and he sends Ruby notes saying, "I love you!" and "Will you be my girlfriend?"

Ruby tells Mark again, "I don't like that, Mark. Stop doing that."

So, Ruby has been very clear with Mark that she doesn't like it when he says things to her like, "I fancy you. I want to be your boyfriend. I love you."

But he keeps on doing it anyway. Mark is sexually harassing Ruby. This is very serious behaviour and we do not tolerate it.

What should Ruby do?

Tell an adult immediately. They will speak to Mark and tell him to stop it. The school will also tell Mark's parents.

Story 2:

On What'sApp, Mike has sent everyone in the class a message saying, "Which girl in the class has the biggest boobs?" (Remind them that they shouldn't be on What's App).

This is very rude behaviour isn't it?

The girls in the class are very upset about this because it makes them feel uncomfortable, embarrassed and humiliated. They don't want to talk about their bodies and their boobs. It's rude and mean.

This is sexual harassment. This is very serious behaviour and we do not tolerate it.

What should the girls do?

Tell the teacher immediately.

What should the school do?

The school should talk to Mike and tell him to stop immediately. Also talk to Mike's parents.

Story 3:

John is in the playground. He is playing a game where he keeps going over to the girls and pulling the girls' skirts so that he can see the top of their pants.

The girls tell him to stop because they don't like it.

John keeps doing it.

This is sexual harassment.

What should the girls do?

Tell the teacher immediately.

What should the school do?

The school should talk to John and tell him to stop immediately. The school will also talk to John's parent.

Never comment about what people look like.

Never comment about people's body parts.

Always consider other people's feelings before you act, and remember to be kind.

Story 4.

In the playground Maria is chatting to her female friends. She says that she thinks Tommy and Raniya would make a good couple. She puts their names together and calls them 'Tomiya'.

Raniya doesn't like it, it makes her feel uncomfortable. She is friends with Tommy and now feels uncomfortable around him.

Maria is sexually harassing Raniya and Tommy. This is very serious behaviour and we do not tolerate it. The other girls tell the boys and Tommy finds out. The children start teasing Tommy and Raniya saying that they are 'girlfriend and boyfriend' 'they should get married' 'they should kiss'.

Tommy and Raniya tell the children to stop but they carry on saying that they are 'only joking'.

The children are sexually harassing Tommy and Raniya.

What should Tommy and Raniya do?

They should tell an adult immediately. They will speak to Maria and the other children and tell them to stop it. They will also talk to Maria's parents.

Summarise the stories again.

What is that behaviour called? Sexual Harassment. Get the children to repeat it!