



# LRGS Pupil Relationships Policy

(How the school will help pupils to respect personal boundaries, have healthy relationships, understand privacy and consent, and what we'll do if mistakes are made)

## The Pupil Summary Version:

1. We want you to learn to develop healthy relationships, so we won't dismiss concerns you raise about how others behave towards you or others.
2. We understand it might be distressing and embarrassing, but we want you to understand it's important to tell an adult you trust if you're worried about something.
3. We're aware the school is mostly made up of boys and young men – but we want it to be welcoming for all people no matter who they are – we really want pupils to be aware of this and considerate to others.
4. You need to know that some parts of a person's body are private and it's not OK to touch them without permission even if you think you're joking. This can sometimes be called sexual harassment or sexual violence which is against the law.
5. Unfortunately, sexual harassment or violence can and does happen in schools between young people, so we take it very serious – we will not dismiss it or make excuses for it – it's important that we all challenge and report it.
6. We think respecting other people's personal space is really important, and even if you're in a relationship, public displays of affection are not appropriate in the school or in the boarding houses.
7. We want you to know that consent is very important: no always means no – yes comes with conditions.
8. We want you to understand that some influences may give you an unhealthy or unhelpful view of relationships and boundaries. Some online influencers are misogynists which means they are prejudiced against women, they may encourage you to treat them without respect. We also know it's common for teenagers to have seen porn, we want you to realise much of what you see isn't part of a healthy relationship, and some of it would be considered a crime.
9. We need you to be aware that if you report a concern to us which may be a crime we have to ask the Police and Children's Social Care to help us to help you. If the Police get involved, it doesn't mean you or anyone else are necessarily in trouble. The Police will want to know how you want them to help you.
10. If someone does report a concern about another pupil, we'll support everyone involved – we don't take sides if things are alleged.

# Lancaster Royal Grammar School

## Pupil Relationships Policy

(Incorporating the child-on-child sexual violence and sexual harassment policy)

<b>Policy Number:</b> 50	<b>Date approved by Trustees:</b> This policy will be reviewed annually by the Trustees' Safeguarding Sub-Committee - Date of next review:	<b>November 2025</b>  <b>November 2026</b>
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### This policy is informed by:

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges

NSPCC: Responding to children who display sexualised behaviour (Hackett Continuum)

<https://learning.nspcc.org.uk/media/2685/responding-to-children-who-display-sexualised-behaviour-guide.pdf>

*The Hackett Continuum* <https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour/understanding>

*AIM Project* <https://aimproject.org.uk/>

ACPO CPAI Lead's Position on Young People Who Post Self-Taken Indecent Images UKCCIS: Sexting in Schools & Colleges Guidance

Department for Digital, Culture, Media & Sport Guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

### This policy should be considered in conjunction with:

- Child Protection and Safeguarding Policy;
- Pastoral Care Policy;
- Anti-Bullying Policy;
- Behaviour of Pupils Policy;
- Preventing Radicalisation Policy;
- Relationships and Sex Education Policy.

### Definitions

The school will adopt the DfE definitions of victims and alleged perpetrators as follows:

The term 'victim' is a widely recognised and understood term. The school 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. The school should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

The term 'alleged perpetrator' and where appropriate 'perpetrator' are widely used and recognised terms. However, the school should think very carefully about terminology, especially when speaking in front of children. As above, the use of appropriate terminology will be for the school to determine, as appropriate, on a case-by-case basis.

## What do we mean by sexual violence and sexual harassment between children?

The school will refer to definitions of sexual harassment and sexual violence as noted in **Keeping Children Safe in Education**. The school considers sexual harassment in broad terms, taking the view that it creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. The school will set a low threshold for addressing behaviour under these terms.

### Scope of this policy

This policy will apply to pupils through the school day (including boarders). This policy will apply to pupils while being educated off site or on educational visits.

The Education and Inspection Act 2006 empowers Headteachers to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour which may take place outside of the school but is linked to membership of the school.

Boarders fall under the scope of this policy in line with day pupils during the school day, when involved in day school activities, and when they have signed out to go home or to a guardian, for example at exeat, until they sign back into the house. Boarders also fall under this policy when in the Boarding House and when under the care of their Housemaster. Adjustments are made regarding expectations and codes of conduct in the Boarding House given that this is a residential setting and the desire for it to be a 'home away from home'. Further details can be found in the 'Pupil Relationships in School' section.

The school have a duty to manage situations involving day and boarding pupils even when incidents have taken place away from school if there is an impact on pupils which needs to be managed. Pupils will fall under the scope of this policy if this is the case.

This policy also covers pupil's online and offline behaviour, and the school understand that online behaviour is just as impactful and that the school shouldn't create a false barrier between online/digital and offline/real world actions.

The school also understand the duty of care it has towards children at other schools and as such the school may take action if a victim is not a member of the school community but if the alleged perpetrator is. This may be in the best interests of both children.

## School Aims, Philosophy and Consideration

The school:

- is clear that sexual violence and sexual harassment is not acceptable, it will never be tolerated, and it is not an inevitable part of growing up;
- will not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- will challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras, lifting up skirts or pulling down trousers;
- will not accept the defence such as it was "a joke" or similar defences aimed at minimising the nature and impact of the behaviour;
- considers that a pupil owns their actions even if these were intended to be private (e.g. in a private online chat group) but which became public do to being reported or shared by a whistleblower or someone intending to spread upset, distress or harm
- understands that dismissing or tolerating such behaviours risks normalising them, we will take action against individuals who seek to downplay or dismiss concerns around sexual violence or harassment;
- understands that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language, therefore a whole school approach (especially preventative education) is important;

- understands that children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers.

## **Contextual Safeguarding**

The school is aware that it is predominantly a male environment and most of the pupils are boys and young men. We are aware of this bias and as such we are more mindful of the effects of misogyny on our pupils. We are also aware that many teenagers have seen pornography and that this can present to them unhealthy and sometimes criminal representation of relationships and sex. We are aware of the risk of radicalisation for young vulnerable boys and men and seek to counteract that through this and other school policies.

The policy aims to reflect the gendered nature abuse can take. The evidence shows that girls are more likely to be subject to sexual violence and sexual harassment than boys, and that boys are more likely to perpetrate such violence and harassment. The school aims to foster healthy and respectful relationships between boys and girls including through Relationship and Sex Education and Personal Social Health and Economic education.

The school will consider every report on a case-by-case basis.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur.

Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

## **Code of Conduct**

The full code of conduct can be found in the school's Behaviour of Pupils Policy. In relation to this policy we would signpost the following aspects of the Behaviour of Pupils Policy:

- personal space
- areas of the body considered private
- consent and permission
- the 'no bystanders' expectation

## **Pupil Relationships in School**

The school understands that developing a relationship beyond friendship with another person can be a normal part of growing up. When considering what expressions of these relationships are considered appropriate, the school and its pupils need to be mindful that:

- what is a safe, healthy and appropriate depends on the context and environment;
- we have a duty to be considerate towards others;
- there is a difference between behaviour in public and private spaces;
- we each have a duty to protect ourselves and others;
- healthy relationships require effort, honesty and communication;
- the school is primarily a learning environment and a place of work.

As the day school is a professional work setting, public displays of affection are not appropriate which includes romantic behaviour such as cuddling and kissing.

The same expectations of respect, consent and appropriateness apply to digital communication between pupils, including social media and messaging platforms.

Pupils should be especially mindful that public displays of affection are not appropriate in social/workspaces such as the dining hall, Grab & Go, cafes, sofas/seating areas, red/amber work zones, or walking around school site.

Where staff have any concerns that a relationship may present a safeguarding risk, show signs of coercion, or involve an imbalance of power, these concerns will be referred to the Designated Safeguarding Lead (DSL) in line with the school's Safeguarding and Child Protection Policy.

The school uses the Hackett Continuum and/or AIMS framework as a guide when considering appropriate and risky behaviour.

### **Pupils in Relationships within the Boarding House**

The general principle that the Boarding House is a residential setting and a 'home away from home' requires specific consideration. The school's approach to relationships in boarding settings is rooted in safeguarding, respect, and inclusion, in line with the Equality Act 2010 and the National Minimum Standards for Boarding.

The approach to pupil relationships in the boarding house follows these principles and expectations:

- there are no 'private spaces' in the Boarding Houses apart from individual rooms;
- girls and boys are not permitted on each other's corridors;
- all boarders are allowed to visit other houses, this mixing is encouraged as it contributes to building a rich boarding community. When visiting another house a visiting boarder:
  - must sign in/out and remain in communal areas,
  - is not permitted on dorm corridors or in dorms;
  - boarders may invite friends, including those who they are in a relationship with, into their house, this visitor:
    - must sign in/out and remain in communal areas,
    - is not permitted on dorm corridors or in dorms;
  - as the main house areas are therefore 'public spaces', pupils must consider that any 'relationship' should not make anyone else feel awkward, unwelcome or 'like a gooseberry' - everyone has an equal right to be in any public space within the Boarding House and should not feel pushed out or uncomfortable;
  - as a rule of thumb, what would be acceptable in front of parents/grandparents is acceptable in the Boarding House - whilst the school acknowledge this is a subjective measure and a grey area, there is a general understanding and acceptance of what this means therefore:
  - holding hand, hugs and a quick kiss on the cheek/lips is acceptable,
  - sexual contact, regardless of age or consent, is not acceptable;
    - Any instance or suspicion of sexual activity or inappropriate behaviour will be addressed promptly and, if necessary, referred to the Designated Safeguarding Lead. Where it is judged that a relationship may be affecting a pupil's wellbeing or sense of safety, parents or carers may be informed as appropriate.
  - the age of children and relative positions of power/authority/responsibility also have a bearing on decisions boarding staff make regarding pupils in relationships.

Once signed out of the Boarding House expectations of conduct are the same as day pupils although boarders remain under the care of boarding staff, the exception being if they have signed out to go home, for example at exeat. Boarders are reminded that expectations of conduct extend to online spaces and social media, where the same standards of respect, privacy and consent apply.

### **Pupils in Relationships Sharing Dorms/Bedrooms**

Despite boarders' dorms being separated by gender the school understands the duty of care it has towards children regardless of gender or sexuality. Boarding staff will consider all factors sensitively, recognising that gender and sexuality are protected characteristics under the Equality Act 2010. All pupils are entitled to feel safe, respected and included regardless of personal identity or background. Boarding staff will consider carefully on a case by case basis any action required if boarders are in a relationship beyond friendship while sharing a dorm. The following principles apply:

- decisions about sharing dorms are made with regard to a range of factors; it doesn't necessarily follow that gender or sexuality need to influence these decisions;
- pupils sharing a dorm who develop a relationship beyond friendship may still remain in the same dorm if it is judged to be in the best interests of the children;
- however, it may be that separating pupils in a relationship so they no longer share a dorm is healthier for all children involved:
  - to give those in the relationship space and encourage them to continue their friendships with other children;
  - to allow other children sharing that dorm free and equal access to their dorm without feeling awkward or unwelcome.

Pupils who are experiencing difficulties or uncertainty in any friendship or relationship are encouraged to speak with a trusted adult such as a houseparent, tutor, school nurse, or counsellor. Support is available for pupils who need help managing relationships or emotions.

Older boarding pupils who have single rooms are trusted with a more 'private' space within the house. They are expected to maintain the same expectations and conduct as outlined in this policy.

Boarding staff operate a 'knock, wait and enter' policy allowing them to enter rooms at any time in the same way a parent may do at home.

Boarders who break these expectations may be subject to consequence outlines in the Boarding Handbook and Behaviour of Pupils Policy.

The principles outlined in this policy align with the school's Behaviour, Safeguarding and Online Safety Policies, ensuring a consistent approach across all settings.

### **Responsibilities**

- The school has a statutory duty to safeguard and promote the welfare of the children at the school as covered in the Child Protection, Pastoral Care, Anti-Bullying and Behaviour of Pupils policies.
- The school has a duty to teach relationship and sex education as covered in the Relationships and Sex Education Policy
- The school also has a responsibility towards children at other schools and towards the local community and will work with external agencies to this end.

### **Preventative work**

A planned curriculum as part of a whole school approach:

- the school has a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life, being underpinned by the school's behaviour policy and pastoral support system;
- the school has a planned programme of evidence-based content delivered through the whole curriculum:
- the school provides extensive learning on relationships through a spiral PSHE education curriculum most notably through the Values programme,
- this curriculum is informed by the PSHE Association's programme of study, with the importance of healthy relationships developed during earlier years and a focus on specific aspects – including teen relationship violence, sexual exploitation and coercion – at an appropriate stage.
- the curriculum tackles issues such as:
  - healthy and respectful relationships;
  - what respectful behaviour looks like;
  - consent;
  - gender roles, stereotyping, equality; body confidence and self-esteem;
  - prejudiced behaviour;
  - that sexual violence and sexual harassment is always wrong;
  - addressing cultures of sexual harassment.

- the school will signpost support for pupils or their friends along with information to help pupils understand what will happen if they make a disclosure including possible sanctions and consequences

Carefully chosen external contributors are occasionally used to supplement the planned Values curriculum.

Assessments and evaluations are undertaken to assess levels of increased understanding.

#### **Sources of external support when considering a report:**

- Hackett Continuum - NSPCC: Responding to children who display sexualised behaviour (Hackett Continuum) <https://learning.nspcc.org.uk/media/2685/responding-to-children-who-display-sexualised-behaviour-guide.pdf>
- AIM Project <https://aimproject.org.uk/>
- LCC School Safeguarding Advice line
- The NSPCC provides a helpline for professionals at 0808 800 5000 and [help@nspcc.org.uk](mailto: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).

Where a report of rape, assault by penetration or sexual assault is made, **the school will disclosure/allegation will be referred to the police without delay.**

The school understand that referrals to the police will often be a natural progression of making a referral to children's social care.

The designated safeguarding lead (or a deputy) should be leading the schools or college's response and must be aware of the local process for referrals to children's social care and making referrals to the police. Keeping Children Safe in Education contains a list of some of the available specialist support services.

#### **The Immediate Response to a Report**

The school or college's initial response to a report from a child is important and the response must:

- reassure the victim that they are being taken seriously;
- support the victim and keep them safe;
- never give the victim the impression that they are creating a problem;
- not make the victim feel ashamed for making a report.

In some cases, the victim may not make a direct report. In this regard the school should:

- be mindful that reports may come via friends or a member of school staff may overhear a conversation;
- deal with such instances in accordance with their child protection policy;
- seek to understand why the victim has chosen not to make a report themselves.

The school should also be mindful that:

- There may be reports where the alleged sexual violence or sexual harassment involves pupils or students from the same school, but is alleged to have taken place away from the school premises, or online – in this regard the school may decide to take action in the best interests of the pupils and in line with child protection and behaviour of pupils policies.
- There may also be reports where the children concerned attend two or more different schools or colleges. The safeguarding principles, and individual schools' and colleges' duties to safeguard and promote the welfare of their pupils and students, remain the same. In such circumstances, appropriate information sharing and effective multi-agency working will be especially important.

Risk assessments and ongoing decision logs must be kept especially with children sharing a classroom, residential or other space in school. The school should consider:

- Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim.

- The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college, where appropriate.
- These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

As per Part one of Keeping Children Safe in Education, all staff should be trained to manage a report. The following principles should be maintained:

- not promising confidentiality at this initial stage;
- staff should only share the report with those people who are necessary in order to progress it;
- it is important that the victim understands what the next steps will be and who the report will be passed to
- recognising a child is likely to disclose information to someone they trust: it is important that the person to whom the child discloses recognises that the child has placed them in a position of trust;
- staff should be supportive and respectful of the child;
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes, especially if a second member of staff is present. However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child;
- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; and informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

## **Considering Confidentiality and Anonymity**

Staff supporting children through reports should be mindful that:

- reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted;
- they should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies;
- the school should only engage staff and agencies who are required to support the children involved and/or be involved in any investigation;
- the victim may ask the school not to tell anyone about the sexual violence or sexual harassment – in considering this request the school understands:
  - there are no easy or definitive answers when a victim makes this request;
  - if the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children.
  - the designated safeguarding lead (or a deputy) 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;
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this must be referred to the police.
- ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children;
- if the designated safeguarding lead (or a deputy) do decide to go ahead and make a referral to children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

### **Informing the Alleged Perpetrator**

- The decision about 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 should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school taking immediate action to safeguard their children, where required.

### **Anonymity**

- Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools should be aware of anonymity, witness support and the criminal process in general so they can offer support and act appropriately. Further information is available from CPS: Safeguarding Children as Victims and Witnesses <https://www.cps.gov.uk/legal-guidance/safeguarding-children-victims-and-witnesses>

### **Action Following a Report of Sexual Violence and/or Sexual Harassment**

- The ongoing response to a report will be managed by the DSL on the understanding that the work required to support children following a report will differ on a case-by-case basis. Appropriate members of the pastoral team will also be involved in this work.
- The school should continue to be mindful of the wishes of the victim in terms of how they want to proceed and what support they need – victim impact statements will be continually considered.
- Risk assessments should be reviewed and ongoing decision logs kept.
- The victim and alleged perpetrator will be given a trusted adult they could go to at any time.
- The school understand the duty to safeguard and supporting the alleged perpetrator. The school understands there is a difficult balancing act to consider. On one hand they need to safeguard the victim (and all other children, adult students and staff at the school) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.
- The school understand the importance for victims to know that action has been taken, and will balance a desire not to publicise a pupil's behaviour record with a need for victims to understand the level of action the school has taken in order to maintain confidence in the school's aim of acting on reports of sexual violence or harassment.

### **Working with Parents and Carers**

- 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 or proportional 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 a child at

additional risk.

- Schools and colleges should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so.
- The school understand that it is good practice for the school to 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 good practice for the school or college to 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 should be explained. Support for the alleged perpetrator should be discussed.

### **Monitoring of the Policy**

Incidents are logged onto the school's management systems to allow for the collation and analysis of data. A variety of procedures and groups are in place to monitor the effectiveness of this policy as follows:

- The Designated Safeguarding Lead and Deputies will consider reports and incidents in order to identify trends and patterns so that appropriate action can be taken
- 'Lessons learnt' evaluations will take place following incidents
- Weekly meetings between Heads of Year and Deputy Head: Pastoral Care are used to discuss cases, trends and issues
- Weekly meetings between Housemasters/mistresses and Head of Boarding are used to discuss boarding issues
- Bi-weekly Pastoral Heads meetings are used to discuss cases, trends and issues including pastoral and safeguarding data (attendance, rewards and sanctions, detentions)
- 'Pupils and Safeguarding' is a standing item on SLT agendas
- Staff are invited to be part of a consultation when this policy is reviewed
- There are mechanisms for pupils to comment on the effectiveness of this policy through pupil voice groups and the Seward Committee; pupils are invited to be part of a consultation when this policy is reviewed
- *We will be especially mindful of the voice of female pupils through the 'Female Forum'*
- The school is committed the principles of equality in line with the school's Equality Policy. We will use tracking data to monitor the impact of this policy on minority groups, specifically to ensure that Black and Minority Ethnic and SEND pupils are not systematically disadvantaged. This monitoring will influence policy review and actions plans.
- Termly safeguarding reports are made to the Trustees' Safeguarding Committee

## Responding to Reports of Sexual Violence and Sexual Harassment Flowchart



4 likely scenarios

One-off Incident/first occurrence of sexual harassment?

**Manage internally through Behaviour Policy**

Managed by Senior Pastoral Leads/ Head of Year/ Housemaster

Inform parents/carers

Follow Anti-bullying and Behaviour Policy

Underpinned by the principle that sexual violence and sexual harassment is never acceptable

Monitor ongoing behaviour

Concern of growing trend or severity?

School Safeguarding Advice call

**Early Help referral**

Managed by Deputy Head: Pastoral Care

Inform parents/carers

Follow Anti-bullying and Behaviour Policy

Underpinned by the principle that sexual violence and sexual harassment is never acceptable

Consider CAF and appropriate Early Help provider

Monitor ongoing behaviour

Child has been or is at risk of harm?

**Referral to CSC/MASH**

Managed by Deputy Head: Pastoral Care / Designated Safeguarding Lead or Deputy

Report allegation to Police without delay

Confirm with Police before contacting alleged perpetrator or parents/carers

Check decisions with School Safeguarding as required

Inform parents/carers of victim– unless there are compelling reasons not to e.g. it is likely to put a child at additional risk

Create risk assessment and plan to immediately safeguard the victim, alleged perpetrator and other children involved.

1. Identify trusted adult in school for victim
2. Identify appropriate specialist support
3. Do the children involved share classrooms or other spaces? Whilst establishing the facts and liaising with Police/CSC the alleged perpetrator should be removed from any classes or situations they share with the victim

Report of rape, assault by penetration or sexual assault?

**Referral to Police CSC/MASH**

Ensure thorough record keeping and decision log