



SPORTING STARS ACADEMY

CHILD ON CHILD ABUSE

INCLUDING SEXUAL

VIOLENCE AND SEXUAL

HARASSMENT POLICY

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1. Introduction

Keeping Children Safe in Education 2022 states that: ‘Governing Bodies and Proprietors should ensure they facilitate a whole school approach to safeguarding. This means involving everyone in the school and ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.’

Furthermore, ‘Where there is a safeguarding concern, Governing Bodies, Proprietors, and school leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. The school safeguarding policies and procedures should be transparent, clear, and easy to understand for staff, pupils, students, parents and carers. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report, any form of abuse, exploitation, or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.’

All staff are aware that children can abuse other children (child-on-child abuse) and that it can happen both inside and outside of school and online (extra-familial harm). It is essential that all staff recognise indicators and signs of child-on-child abuse and know how to identify it and respond to reports of it.

All staff understand that even if there are no reports of this type of harm, it does not mean it is not happening; it may be the case that it is just not being reported. As such, it is essential that staff speak to their Designated Safeguarding Lead (or Deputy) if they have any concerns regarding child-on-child abuse.

This means that ALL staff will take a ‘zero-tolerance’ approach to any unacceptable behaviour, including ‘banter’ and will seek to prevent, challenge, and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe, educational environment for all children.

All staff must ensure that they reassure any victims that they are being taken seriously and that they will be supported and kept safe. No victim should ever be given the impression that they are creating a

problem by reporting abuse, sexual violence or sexual harassment. Nor should they ever be made to feel ashamed for making a report.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as teenage relationship abuse)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth-produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

At Sporting Stars Academy, we are committed to the prevention, early identification, and appropriate management of child-on-child abuse.

In particular, ensuring that school staff protect children by, wherever possible, being aware of the nature and level of risk that children are exposed to, having a clear and comprehensive strategy specific to that child's safeguarding context and having a whole school safeguarding approach to preventing and responding to child-on-child abuse.

This policy is preventative in its response to child-on-child abuse by raising awareness of issues with staff and the children, supporting staff in identifying them with children, and providing appropriate response and intervention that is followed consistently across the whole school.

This policy also encourages parents and carers to share information about any risk of harm to their child and be clear on the school's expectations of how this will be managed.

Many children who present with harmful behaviour towards others in the context of child-on-child abuse are themselves vulnerable and may have been victimised by other children, parents, or adults in the community. Children may be harmful to one another in a number of ways, which would be classified as child-on-child abuse.

The purpose of this policy is to explore the many forms of child-on-child abuse and include a planned and supportive response to the issues. At Sporting Stars Academy, we have the following policies in place that should be read in conjunction with this policy:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Social Media and E-Safety Policy
- Children Missing from Education Policy
- Behaviour Policy

2. Framework and Legislation

Written with regard for, and in support of, this policy is supported by the key principles of the Children's Act 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together To Safeguarding Children 2018, highlighting that every assessment of a child, should 'reflect the unique characteristics of the child within their family and community context' (Working Together To Safeguard Children, 2018). This is clearly echoed by Keeping Children Safe in Education 2022 through ensuring procedures are in place in schools/colleges and settings to hear the voice of the child and to be mindful of the contexts children live in and the context of the educational setting or settings they attend and prior experiences they may or may not have had; for example, the children who attend Sporting Stars Academy have experienced historical difficulties throughout their education careers and therefore a number have missed significant aspects of school life therefore, it is imperative that the support, guidance and development of knowledge and skills takes this into account.

At Sporting Stars Academy, we are committed to the following preventative strategies to protect and support children from child-on-child abuse:

2.1 Preventative Strategies for Schools and Settings

At Sporting Stars Academy, we have appropriate strategies in place in order to prevent the issue of child-on-child abuse rather than responding reactively. We recognise that child-on-child abuse can and will occur even with the most stringent of policies and support mechanisms and that even if incidents are not reported, it does not mean that they are not happening. In this case, it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies to support children to talk about any issues and share information with all staff. This involves our staff analysing any incidents for trends and patterns and identifying any areas around the school that may appear to be 'less safe'.

Staff will also have access to regular CPD and training to ensure a consistent approach to managing child-on-child issues. All staff should also be aware that mental health problems can, in some cases, indicate that a child has suffered or is at risk of suffering abuse, neglect or exploitation. (Keeping Children Safe In Education, 2022).

2.2 School Culture, Ethos and 'Zero-Tolerance' Approach

At Sporting Stars Academy, we take a 'zero-tolerance' approach to abuse, harm or bullying between children. This is clearly expressed in our school's ethos and values and will be shared with all school partners, including children, parents, and carers. It will be made clear that sexual violence and sexual harassment are never acceptable, will not be tolerated, and will never be passed off as 'banter', 'just

having a laugh', 'a part of growing up' or 'boys being boys', as failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Therefore, in school, we recognise, acknowledge and understand the importance of harassment and abuse.

This means that all staff will challenge any form of behaviour, both on or offline, from language and comments to physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. All staff will also ensure that any information is shared directly with the Designated Safeguarding Lead (or Deputies) and recorded factually and accurately as soon as possible so that any action required to prevent further incidents occurs immediately.

As such, a whole school approach is needed as part of preventative education (*Keeping Children Safe in Education 2022, Part 5*)

2.3 A Safe Environment to Share Concerns Alongside a Positive Curriculum

As stated above, it is important that in school, we have an open environment where children feel safe to share information about anything that is upsetting or worrying them. This includes the use of personal development during form time, throughout the school week, paired with calendared personal development days and is further strengthened through a strong and positive PHRSE/SMSC curriculum that tackles such issues as prejudiced-based and discriminatory behaviour and gives children an open forum to talk things through rather than seek one-on-one opportunities to be harmful to one another. The curriculum will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.

All staff are made aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and they may not recognise their experiences as harmful. E.g. children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers. This will not prevent staff from having professional curiosity and speaking to the Designated Safeguarding Lead (or Deputy) if they have concerns about a child. Staff must also determine how best to build trusted relationships with children and young people, which facilitate communication.

Therefore, to enable such an open and honest environment, it is necessary to ensure that Governing Bodies or (in respect of Sporting Stars Academy) Proprietors feel confident that the whole workforce is supported and enabled to talk about issues and challenge perceptions of children, including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and Continuous Professional Development (CPD) around abusive behaviours and talking to children in a way that continues to create an open and honest environment without prejudice. This is in line with the school's legal obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty) and local multi-agency safeguarding arrangements.

Staff must consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised, it may result in a child seeking no further help or advice. Systems are in place for children to confidently report any form of abuse, exploitation or neglect, knowing their

concerns will be treated seriously and that they can express their views that are well-promoted, easily understood and easily accessible.

All staff are aware that technology is a significant component in many safeguarding and well-being issues. Children are at risk of abuse online as well as face-to-face. In many cases, abuse will take place concurrently, both online and offline. Children can also abuse other children online; this can take the form of abusive, harassing, and misogynistic or misandrist messages, the non-consensual sharing of indecent images (especially around chat groups) and the sharing of abusive images and pornography to those who do not want to receive such content (*Keeping Children Safe in Education 2022*)

Staff will ensure that there are always opportunities for children to discuss issues about online activities and provide support and reinforcement of appropriate online behaviours. This includes helping children to understand why age limits are in place on social media platforms, encouraging children to share online concerns, talking about issues that have happened in an open forum and, where appropriate, working closely with parents and carers to ensure that they too are aware of the risks associated with technology and online access.

2.4 Signposting and Partnership Working

Although every effort is made for children to have a variety of opportunities to seek support and advice in school, it is also important that signposting is available to young people in the event that they don't feel confident raising an issue directly to staff or a peer. Access to digital resources is shown during lesson time and made available on the school website with information and links to support services on a wide range of issues so young people can seek their own solutions should they wish to.

External services visit the school to talk to children about specific issues in support of the prevention of child-on-child abuse, and additional support is made available to individuals as required. Sporting Stars Academy works with an abundance of external agencies that offer a wealth of information, guidance, support, and advice.

Multi-agency working helps us to consolidate our school procedures. By accessing advice, support and guidance, effective decisions can be made in collaboration to improve outcomes for children who may be at risk of harm. It is also necessary that we actively refer concerns about and/or allegations of child-on-child abuse where necessary to Local Authority Children's Social Care and the police where appropriate. This is particularly important because child-on-child abuse can be a complex issue, even more so where wider safeguarding concerns exist.

3. Sexual Violence and Sexual Harassment

Sporting Stars Academy is committed to providing a safe and respectful environment where the whole community is able to learn and thrive free from sexual violence and sexual harassment.

The school takes any incidents of sexual violence or sexual harassment very seriously and is committed to handling all reports sensitively, effectively and in a timely manner. We are clear that sexual violence and sexual harassment are unacceptable, will never be tolerated and are not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in school.

3.1 What is Meant by Sexual Violence and Sexual Harassment Between Children?

- Sexual violence and sexual harassment can occur between two children of any sex. Additionally, sexual violence and sexual harassment can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children
- Children who are victims of sexual violence and sexual harassment will likely find the experience distressing. This will, in all likelihood, adversely affect their educational attainment. Sporting Stars Academy will aim to support these students to access their education and get the correct specialist support, working in partnership with the Police and Children's Services

3.2 What is the Definition of Sexual Violence?

For the purpose of this policy, when referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents

3.3 What is Consent?

Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

3.4 What is Sexual Harassment?

When referring to sexual harassment, we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as deliberately brushing against someone or interfering with someone's clothes
- Displaying pictures, photos or drawings of a sexual nature

- Online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as youth-produced sexual imagery /nudes /sexting), inappropriate sexual comments on social media, exploitation, coercion and threats
- Online sexual harassment may be standalone or part of a wider pattern of sexual harassment and/or sexual violence

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

4. Special Educational Needs and Disabilities (SEND)

Children with Special Educational Needs and Disabilities (SEND) or certain medical conditions are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- Assumptions that indicators of possible abuse, such as behaviour, mood, and injury relate to the child's disability without further exploration
- The potential for children with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs
- Communication barriers and difficulties overcoming these barriers
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

5. Protected Characteristics

Children who are lesbian, gay, bi, or trans (LGBTQ+) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

6. Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, from the perceived normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour".

The term has been widely adopted in child protection and is used in this Policy. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context. The Brook Sexual Behaviours Traffic Light Tool will be used to support the Designated Safeguarding Lead (DSL) to make informed and objective decisions regarding harmful sexual behaviours.

7. Procedures

Reports of sexual violence and sexual harassment are likely to be complex and, therefore, require difficult professional decisions to be made, often quickly and under pressure. Guidance from the DfE is clear that it does not attempt to provide (nor would it be possible to provide) detailed advice on what we should do in any or every particular case; it provides effective safeguarding practices and principles for us to consider in our decision-making process.

Ultimately, all decisions at Sporting Stars Academy will be made on a case-by-case basis. The Designated Safeguarding Lead and those in the role of Deputy Designated Safeguarding Lead will update their Brook Training on the Sexual Behaviours Traffic Light Tool during the academic year 2022/23. The Designated Safeguarding Lead (DSL) and, in her absence, the Deputies will take the leading role and will use their professional judgement, supported by other agencies, such as children's social care and the Police, as required. With the above said, some situations are statutorily explicit:

- 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 are defined in law
- Creating and sharing sexual photos and videos of under 18s is illegal (often referred to as sexting, nudes or youth-produced sexual imagery); this includes children making and sharing sexual images and videos of themselves

Our basic safeguarding principle is: if a child has been harmed, is in immediate danger or is at risk of harm, a referral should be made to Children's Social Care. We will usually inform parents that we are making a referral to Children's Social Care. However, this, too, is on a case-by-case basis. It may be that we have assessed the situation and believe that a referral is needed without parental knowledge in order to safeguard the student(s) involved.

We will work closely with the police as rape, assault by penetration, and sexual assault are crimes. Where there is a report of a rape, assault by penetration or sexual assault, the starting point is it should be passed to the police, who will log the report and advise according to their own guidelines.

7.1 Responding to Reports of Sexual Violence and Sexual Harassment Online

We are aware that incidents of sexual violence and sexual harassment that occur online (either in isolation or in connection to offline incidents) can be complex. There is potential for the incident(s) to take place across a number of social media platforms and services. There is also the potential for the impact of the incident to extend further than our local community (for example, for images or content may be shared around neighbouring schools) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities.

Additionally, there is the potential for repeat victimisation (in the future) if abusive content continues to exist somewhere online.

We will act in accordance with our Anti-Bullying Policy and Cyber-Bullying Policy if we are made aware that our students are using online platforms, which may jeopardise the safety of other members of our school community.

7.2 The Immediate Response to a Report – Managing the Disclosure

We will always do our utmost to ensure that victims are reassured that they are being taken seriously and that they will be supported and kept safe. In some cases, the victim may not make a direct report or disclosure. For example, a friend may make a report, or a member of our school may overhear a conversation that suggests a child has been harmed. This discussion will be handled sensitively and with the support of children's social care if required.

Staff taking a disclosure will never promise confidentiality as it is very likely that it will be in the victim's best interests to seek advice and guidance from others in order to provide support and engage appropriate agencies. We do not consider ourselves to be experts in this area, and it is vital that appropriate support is publicised to students and their parents/carers or organised by us for them. The victim may ask us not to tell anyone about the sexual violence or sexual harassment. 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/individual's best interest; for example, to protect children from harm and to promote the welfare of children.

Ultimately, the Designated Safeguarding Lead will have to balance the victim's wishes against their duty to protect the victim and other children within the school setting.

If we do decide to make a referral to children's social care and/or a report to the Police against the victim's wishes, this will be handled extremely carefully. The reasons will (in most cases) be explained to the victim, and appropriate specialist support will be offered.

7.3 Anonymity

Where we are aware that an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, we will be mindful of anonymity, witness support and the criminal process in general so that we can offer support and act appropriately. In addition, we will endeavour to do all we can to reasonably protect the anonymity of any children involved in any report of sexual violence or sexual harassment. We will carefully consider which staff in our school should know about the report and any support that will be in place for the children involved.

7.4 Risk Assessment

When there has been a report of sexual violence, the Designated Safeguarding Lead 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 following:

- The victim
- The alleged perpetrator
- The other children (and, if relevant, staff) at school

The risk assessments will be recorded on the student's file and will be kept under regular review, reflecting any changes in circumstances. At all times, we will actively consider the risks posed to all our students and put adequate measures in place to protect them and keep them safe during school hours. The Designated Safeguarding Lead will continue to liaise with Children's Social Care and specialist services as 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 our approach to supporting and protecting the student(s) and updating our own risk assessment.

7.5 Action Following a Report of Sexual Violence and/or Sexual Harassment

We will carefully consider any report of sexual violence and/or sexual harassment. Important considerations will include:

- The wishes of the alleged victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered
- The nature of the alleged incident(s)
- The ages of the students involved as indicated by the Traffic Light Tool
- The developmental stages of the students involved as indicated by the Traffic Light Tool
- Any power imbalance between the students (for example, is the alleged perpetrator significantly older?)
- If the alleged incident is a one-off or a sustained pattern of abuse (where this may be known)
- Whether there are any ongoing risks
- Other related issues and wider context

Where incidents and/or behaviours are associated with factors outside the school, or they occur between children outside the school, we will consider contextual safeguarding. This simply means assessments of children in such cases should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

7.6 Options to Manage the Report

We will consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that will 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, we will speak to the relevant agency and discuss the next steps and how the alleged perpetrator will be informed of the allegations.

We will need to consider four likely scenarios when managing any reports of sexual violence and/or sexual harassment:

1. Manage Internally

In some cases of sexual harassment (for example, one-off incidents), the school may take the view that the students 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 our Behaviour and Anti-Bullying Policies and by providing pastoral support.

2. Early Help

In line with the above, we may decide that the children involved do not require statutory interventions but may benefit from Early Help. Early Help can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent the escalation of sexual violence.

3. Referral to Children's Social Care

Where a child has been harmed, is at risk of harm or is in immediate danger, a likely course of action will be that we make a referral to local Children's Social Care.

4. Reporting to the Police

Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the Police. Reporting to the Police will generally be in parallel with referrals to Children's Social Care. At this stage, schools will generally inform parents unless there are compelling reasons not to do so (for example, if informing a parent is likely to put a

child at additional risk). In circumstances where parents have not been informed, it will be essential that the school supports the child in any decision they take. This should be in conjunction with the support of Children's Social Care. Where a report has been made to the Police, the school will consult the Police and agree on what information can be disclosed to staff and others, particularly the alleged perpetrator and their parents. We will also discuss the best way to protect the victim and their anonymity.

7.7 Ongoing Considerations: Victim and Alleged Perpetrator Sharing Classes

We will consider the scenario where the victim and the alleged perpetrator share classes and space at school. This will inevitably involve complex and challenging professional decisions, including considering our duty to safeguard children and our duty to educate them. It is important that each report is considered on a case-by-case basis and risk assessments are updated as appropriate.

Where there is a criminal investigation, the alleged perpetrator should be removed from any classes they share with the victim. We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises. This is in the best interests of both students and should not be perceived as a judgement on the guilt of the alleged perpetrator; close liaison with the police is essential.

DfE guidance states that where a criminal investigation into 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 severe breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other students). Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any suitable sanctions as noted within our Behaviour Policy, including consideration of permanent exclusion (even if the incident(s) has not occurred in school).

Where the perpetrator is going to remain at school, the Headteacher would be responsible for continuing to keep the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact. The nature of the conviction or caution and the wishes of the victim will be especially important in determining how to proceed in such cases.

The fact that another body is investigating or has investigated an incident does not in itself prevent Sporting Stars Academy from imposing a sanction in accordance with the school's Behaviour Policy, using the balance of probabilities to draw objective and appropriate conclusions.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the Police (for various reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment is reported to the Police, and the case is not progressed or is reported to the Police and ultimately results in a not-guilty verdict. The process will have affected both the victim and the alleged perpetrator, and these results do not necessarily mean the offence did not happen or that the victim lied. Appropriate support should be provided to both as required, and consideration will be given when considering sharing classes and potential contact as needed on a case-by-case basis.

All the above should be considered with the needs and wishes of the victim at the heart of the process and any arrangements will be kept under review.

7.8 Safeguarding Other Children

Consideration should 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. We will signpost agencies and support services available where needed. Following any report of sexual violence or sexual harassment, it is likely that some children will take 'sides'. The school will do all it can to ensure that the victim, alleged perpetrator, and witnesses are not subjected to bullying or harassment.

Social media is very likely to play a central role in the consequences of any incident or alleged incident. There is the potential for contact between the victim and the alleged perpetrator and a very high likelihood that friends from either side could well harass the victim or the alleged perpetrator online. Any evidence we have of students misusing social media will be managed and sanctioned according to our Behaviour and Anti-Bullying Policies.

8. Educating our Students Against Harmful Sexual Behaviours

We have a planned PHRSE programme that is further supported by personal development opportunities in both form time and during calendared personal development days. Our programme is developed to be age and stage of development appropriate and tackles issues such as:

- Healthy and respectful relationships, including information on consent
- What respectful behaviour looks like
- Gender roles, stereotyping, equality
- Body confidence and self-esteem
- Prejudiced behaviours
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

9. Monitoring and Review of this Policy

All staff have signed to say that they have read, understood, and agreed to work within this policy framework, and parents have access to this policy.

The implementation of this policy will be monitored by the Headteacher and the Designated Safeguarding Lead.

This policy will be reviewed annually but where additional advice or a change in guidance occurs during the year then the policy will be reviewed to reflect this.