



## Richard Huish Trust Position Statement

### Sexual harassment, violence, and abuse

The Richard Huish Trust believes in creating an environment where students/children can achieve their potential, without sexual harassment, violence, or abuse. We recognise that sexual harassment, abuse, and violence are present throughout society, and therefore in education, and can take many forms. These behaviours can be difficult to recognise and can result in a culture that seemingly tolerates such behaviour. We are committed to education and raising awareness of unacceptable behaviours, to create environments where everyone can feel safe and supported.

Definitions:

***Sexual harassment*** is defined as unwanted behaviour of a sexual nature which has the purpose or effect of violating an individual's dignity, making an individual feel intimidated, degraded, or humiliated and/or creating a hostile or offensive environment.

***Sexual violence*** is any sexual act or attempt to obtain a sexual act by violence or coercion which takes place without consent. Actions or behaviour which may constitute sexual harassment or sexual violence include, but are not limited to, the following: sexual comments or jokes, touching, sexual assault including groping, unwelcome sexual advances, displaying or showing material of a pornographic or sexual nature, making requests for sexual favours.

***Sexual abuse*** may include stalking a person or online, or may take the form of intimidating, offensive, or graphic posts on social media sites or chat rooms, or sexually explicit communications by email, text, or instant messaging.

**As a Trust we do not condone the following behaviour:**

- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- 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 to cause the victim humiliation, distress or alarm.
- Youth-produced sexual imagery such as nudes and/or semi nudes.
- Receiving unsolicited explicit photographs or videos.
- Sending, or being pressured to send, nude and semi-nude photographs or videos.
- Being sent or shown solicited or unsolicited online explicit material, such as pornographic videos.

**As a Trust we have the following expectations of educational settings:**

- Talk openly and share concerns about sexual violence, harassment, and abuse.
- Regularly review privacy settings on all social media accounts.
- Take responsibility for our own behaviours and actions through informed decisions.
- Act in an appropriate manner and seek support when required.
- A zero-tolerance approach to any sexual abuse, harassment, or violence.
- Ensure that every incident is dealt with seriously and referred to external agencies when appropriate.
- Deliver a pastoral curriculum to educate on the following:
  - Recognising sexual abuse, harassment, and violence
  - How and where to get support
  - How to support others who have experienced such abuse
- Encourage peer support when appropriate.
- Use the student voice to inform planning and support around the topic.
- Train staff to have the skills, knowledge and understanding of how to deal with incidents.
- Develop methods for students to disclose/make staff aware if these behaviours are taking place.
- Engage with external agencies for workshops, support and education.

**Sanctions**

Schools and colleges behaviour policies will refer to specific sanctions that may be enforced when these behaviours are confirmed.

The Sexual Violence and Harassment Flowchart below can be used to determine the response and action to be taken.

## Sexual Violence and Sexual Harassment Flowchart

### RESPONSE TO REPORTS

Summary of responses

#### Definitions

##### Sexual Violence

Rape  
Assault by penetration  
Sexual assault

##### Sexual Harassment

Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

#### Record-keeping

Remember, to record all concerns, discussions, decisions and reasons for decisions.

### REPORT RECEIVED

(from the victim or third-party)  
[Onsite, offsite or online]

#### Victim reassured

- taken seriously and kept safe
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 43)
- parents of victim informed

#### Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

#### Considerations

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)

Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks
- other related issues and wider context

#### MANAGE INTERNALLY

One-off incidents which the College believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the College's behaviour policy.

#### EARLY HELP

Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC) and the Brook Traffic Light Tool)

#### REFER TO SOCIAL CARE

All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care staff will decide next steps. Be ready to escalate if necessary.

#### REFER TO POLICE

All incidents of rape, assault by penetration or sexual assault.

Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

#### RISK ASSESSMENT

Case-by-case basis

#### RISK ASSESSMENT

Immediately

Do not wait for outcome of referral before protecting victim.

Emphasis on victim being able to continue normal routines.

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from College)  
[Not a judgement of guilt]

#### SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

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#### DISCIPLINARY MEASURES TAKEN

(see College's Behaviour Policy Policy)

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(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

#### CRIMINAL PROCESS ENDS

- ▶ **Conviction or Caution:** follow behaviour policy, consider Permanent Exclusion. If student remains in College, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- ▶ **Not Guilty:** Support victim and alleged perpetrator
- ▶ **No Further Action:** Support victim and alleged perpetrator

Ensure actions do not jeopardise the investigation  
College to work closely with police and/or other agencies