Manchester Communication Primary Academy

BEHAVIOUR ADDENDUM

Policy 2022

Approval History

Approved By:	Date of Approval	Version Approved	Comments
A Reed	11/01/22		

Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor
11/01/22			Created		

Significant concerns have been raised about the prevalence of peer-on-peer sexual harassment and sexual violence, including online, both in and out of school.

There is clear recognition across the system that sexual harassment and sexual violence between children and young people are not simply a school problem; this reaches far beyond the school gates and many others (including the government, Ofsted, parents, police, social care, youth services and others) have a responsibility to act to address the issue.

Ofsted was asked by the government to carry out a rapid review of sexual abuse in schools and colleges. This thematic review revealed how prevalent sexual harassment and online sexual abuse is for children and young people.

Review recommendations outlined that;

"school and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people".

"In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them".

Key Definitions

The definitions used by the Department for Education (DfE) are as follows:

Peer-on-peer sexual abuse: this term includes sexual violence, sexual harassment, upskirting and sexting (also known as 'youth-produced sexual imagery').

Sexual harassment: unwanted conduct of a sexual nature that can occur online and offline, which includes the following:

- 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, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This may include the following:
  - Non-consensual sharing of sexual images and videos
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including on social media
  - Sexual exploitation, coercion and threats.

Sexual violence: the sexual offences of rape, assault by penetration and sexual assault.
Harmful sexual behaviour: an umbrella term for problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage.

Whole School Approach

Here at MCPA we foster a nurturing, relationships first approach to supporting our school community. Partnership working between senior leaders, governors, teachers, wider school staff and parents & carers is already driving our school commitment to challenge negative influences and attitudes, gender stereotyping, and discriminatory language.

In light of the review our next steps are to further review, implement and secure practices that consistently prevent and respond to harmful sexual behaviours and peer on peer abuse.

This policy addendum has been written as an interim measure ahead of full policy review as any developments or changes to our approach must be considered, planned and communicated clearly.

We want to reassure pupils, parents and staff that this issue is taken seriously by the school, and that we already have systems in place to support; what we want to do is build and improve these systems to maximise their impact.

Existing systems include:
- A carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online.
- high-quality training for teachers delivering RSHE
- Centralised, secure report/record keeping systems supporting tracking and analysis of sexually harmful behaviours, harassment, sexual violence, peer on peer abuse and enabling us to identify patterns and intervene early.
- a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated.
- working closely with our school counsellors and external agencies signposting and accessing support available to children and young people who are victims or who perpetrate harmful sexual behaviour.
- support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with training and networking.
- training to ensure that all staff (and governors, where relevant) are able to: better understand the definitions of sexual harassment and sexual violence, including online sexual abuse; identify early signs of peer-on-peer sexual abuse; consistently uphold standards in their responses to sexual harassment and online sexual abuse.

Working from Nursery through to Year 6 our staff explicitly teach and actively lay the foundations for respectful, consensual and healthy peer relationships as children grow. Curriculum content and expectations are planned in an age and developmentally appropriate way, making use of baseline assessments, local data and guidance from planning documents, such as the PSHE Association's programme of study and programme builders to make decisions about what should be covered in each year group.

Pupils are taught:
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, how to manage these

situations and how to seek help or advice from others, if needed.

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- What a stereotype is, including gender stereotypes, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Next Steps

The following points aim to address matters appropriately; suggested steps should restore and retain confidence and consistency across the school community.

1. Publish a policy addendum articulating the school's recognition, and understanding, of the ongoing emotional and sexual abuse that damages our society, and that as a school, a microcosm of society, we as staff must be vigilant in order to recognise and respond to any signs of sexual harassment and sexual abuse.
2. Engage with pupil voices and experiences to inform school policy, practice & procedures. Gathering pupil voices about their lived experiences of: the school's culture in terms of preventing and resolving sexism, sexual harassment and sexual abuse and their out of school experiences of the same.
3. Review related policies, procedures and practice, for example, staff response to such disclosures and the appropriateness of support provided to those causing offence and to targets/survivors.
4. Develop staff confidence and understanding of the priority needed in response to all reports of peer on peer abuse, particularly regarding sexual harassment and aggression. This would be supported by:
   - staff re-reading the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges'. An updated edition (September 2021) is available on Gov.UK.
   - providing opportunities to hear and address staff questions and concerns. The implications for staff holding particular roles (e.g. pastoral staff, support staff, class teachers, subject teachers and tutors) should be made clear.
5. Develop staff confidence and expertise in the teaching of RSHE. This would be supported by:
   - carrying out an audit/review of the RSHE curriculum and its implementation. Depending on the key stage, the following topics are likely to feature in the curriculum design: consent, rape, sexual harassment, aggression, social media, abuse and violence.
   - considering the approaches to curriculum adjustments where necessary and the identification of high-quality resources and approaches to ensure consistency and depth in coverage of these issues.
   - providing training for all staff in the use of language and approaches appropriate to the school's commitment to work actively to eradicate misogyny, consent, rape, sexual-harassment, aggression, abuse and violence.