

## Sexual violence and sexual harassment guidance Audit tool

This audit tool consists of a series of Yes / No questions designed to check your compliance with the statutory guidance. At the end of the document there is a blank action plan to allow you to identify any actions you consider necessary to bring about compliance.

1.	<p>Is sexual violence and sexual harassment explicitly mentioned in school policy?</p> <p>There is no requirement to have a specific policy in relation to sexual violence and sexual harassment, however guidance is clear that there is an expectation that the issue is covered in the school's child protection policy and behaviour policy.</p>	Yes / No
2.	<p>Does the school have a clear set of values and standards underpinned by the school's behaviour policy?</p> <p>The guidance sets out that it should be made clear that sexual violence and sexual harassment is not acceptable, will not be tolerated and is not an inevitable part of growing up. There should also be clarity that sexual violence and sexual harassment will not be dismissed as "banter", "having a laugh" or "boys being boys", and that sexualised behaviours (e.g. grabbing of bottoms, breasts and genitalia) will be challenged at all times.</p>	Yes / No
3.	<p>Have all staff read Part 1 of Keeping Children Safe in Education?</p> <p>In the section "Specific Safeguarding Issues" there is a requirement that staff are aware of the school or college's policy on peer on peer abuse, of which sexual violence, sexual harassment and sexting is considered a part.</p>	Yes / No
4.	<p>Can you evidence that staff have read Part 1 of Keeping Children Safe in Education?</p> <p>It is important that you get staff to sign to say that they have read Part 1. Best practice would be that this is read annually and at the point of any update if issued mid-academic year.</p>	Yes / No
5.	<p>Are staff required to read the school's child protection and behaviour policies on a regular basis?</p> <p>Although there is no fixed period after which staff should reread the policies, it can be good practice to require staff to reread the policies annually and at the point of any update if issued mid-academic year.</p>	Yes / No

6.	<p>Are parents aware of the behaviour policy and child protection policies?</p> <p>In order for safeguarding to be effective it is important that parents are aware of the expectations of the school and also how the school will respond if concerns are identified.</p>	Yes / No
7.	<p>Are pupils aware of the behaviour policy and child protection policies?</p> <p>In order for safeguarding to be effective it is important that pupils are aware of what is expected of them how the school will respond if concerns are identified.</p>	Yes / No
8.	<p>Have staff had training about the impact of sexual violence and sexual harassment?</p> <p>Training should cover the vulnerabilities of specific groups, for example children with SEND and children who are LGBT or perceived by their peers to be LGBT. Staff should also have an understanding of what valid consent is and what might constitute sexual violence and sexual harassment., along with where to get support if required.</p>	Yes / No
9.	<p>Are the school's values also linked in to training in relation to sex and relationships education (SRE)?</p> <p>Whilst the requirements are changing with the implementation of the Children and Social Work Act 2017, there remains the requirement that maintained secondary schools must teach SRE, and this should reinforce the values around relationships.</p>	Yes / No
10.	<p>Are staff aware of the requirement on the school to abide by the Equality Act 2010?</p> <p>The protected characteristics set out in the Equality Act 2010 mean that schools and colleges must not unlawfully discriminate against pupils because of (amongst other characteristics) their sex, gender reassignment or sexual orientation. Schools and colleges can take positive action to support a group who may be particularly disadvantaged (e.g. girls being subjected disproportionately to sexual violence).</p>	Yes / No
11.	<p>Do <u>all</u> staff feel confident to challenge pupils about their behaviour or language that they use?</p> <p>As already seen, the requirement is that sexual violence and sexual harassment will not be dismissed as “banter”, “having a laugh” or “boys being boys”, and that sexualised behaviours (e.g. grabbing of bottoms, breasts and genitalia) will be challenged at all times. This will require all staff regardless of role to challenge when the behaviour is seen, particularly as this behaviour is more likely to happen during less structured times such as breaks and meal times.</p>	Yes / No

12.	<p>Has the Designated Lead (and deputies where applicable) had training in relation to sexual violence and sexual harassment?</p> <p>As with other forms of abuse, the response of a member of staff identifying a concern linked to sexual violence and sexual harassment should be to speak with the DSL or deputy. These staff members should therefore have training that covers how to respond to such incidents.</p>	Yes / No
13.	<p>Are pupils aware of how to report concerns, either individually or as a group?</p> <p>Guidance sets out that “Good practice is that which allows children an open forum to talk things through. Such discussions can lead to increased safeguarding disclosures. Children should be made aware of the processes by which to raise their concerns or make a report. This should include processes when they have a concern about a friend or peer (p.13, Sexual Violence and Sexual Harassment Guidance).</p>	Yes / No
14.	<p>Are staff up to date in their knowledge about how to manage a disclosure?</p> <p>Are staff confident that they can deal with a situation where a pupil makes a disclosure?</p>	Yes / No
15.	<p>Do you have procedures in place that mean that the DSL can make an immediate risk and needs assessment?</p> <p>Paragraph 50 of the Sexual Violence and Sexual Harassment Guidance requires the DSL (or deputy) to make an immediate risk and needs assessment, considering the victim, the alleged perpetrator and other children at the school or college (as well as considering risks to staff if appropriate). These should be regularly reviewed and where possible informed by professional risk assessments by social workers or other specialists.</p>	Yes / No
16.	<p>Does the school have procedures in place to enable an effective response if there is a report of sexual violence and/or sexual harassment?</p> <p>Paragraph 53 of the Sexual Violence and Sexual Harassment Guidance sets out the areas that should be considered when responding to a report of sexual violence and/or sexual harassment.</p>	Yes / No

If you are able to answer yes to all the questions in this audit then you should be able to evidence a whole school culture of proactively addressing issues relating to sexual violence and sexual harassment.

This audit does not consider whether there are appropriate procedures in place following the initial response to a disclosure of sexual violence and / or sexual harassment - the rationale behind this is that if presented with such a situation it is likely that you will refer back to the original guidance due to the number of areas to consider.

# Sexual violence and sexual harassment guidance

## Audit tool - Action Plan

Date action plan completed:

Action	Who is responsible	Target date	Completed	Date

Action	Who is responsible	Target date	Completed	Date completed