**Sexual violence and sexual harassment**

**Audit tool**

This audit tool consists of a series of statements designed to check your compliance with statutory guidance and ensure that you are working towards a culture within your setting where sexual violence and sexual harassment is not acceptable and consistently challenged.

If you can 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.

| **What are we looking to evidence** | | **Can we evidence this?** | **Where would we find the evidence?** | **Actions, if identified** |
| --- | --- | --- | --- | --- |
| **Policy and procedure including staff and learner understanding** | | | | |
| **1** | **Have all staff read Part 1 of Keeping Children Safe in Education (KCSiE) and can you evidence this?**  In the section “Child on child abuse” there is a requirement that staff are clear about the setting’s policy and procedures on child-on-child abuse, of which sexual violence, sexual harassment and sharing of nudes and semi-nudes (also known as sexting) is considered a part. | Yes  Partially  No |  |  |
| **2** | **Are staff required to read the school’s / college’s child protection and behaviour policies on a regular basis?**  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. | Yes  Partially  No |  |  |
| **3** | **Are sexual violence and sexual harassment explicitly mentioned in the child protection and behaviour policies?**  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 and related procedures and processes are fully covered in the school’s / college’s child protection policy as well as being included in the behaviour policy. | Yes  Partially  No |  |  |
| **4** | **Are the policies clear about how reports of sexual violence and sexual harassment should be dealt with and how learners are supported following a report?**  The expectation is that any child / young person should be able to talk to any member of staff that they choose and report incidents of sexual violence and sexual harassment. 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 always be challenged. | Yes  Partially  No |  |  |
| **5** | **Is the setting’s relationships and sex education policy up to date?**  [Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) states that all state schools / colleges must have in place a written policy which meets the needs of pupils / learners and parents and reflects the community they serve. | Yes  Partially  No |  |  |
| **6** | **Are parents aware of the behaviour policy and child protection policies?**  For safeguarding to be effective it is important that parents are aware of the expectations of the school / college and how the school / college will respond if concerns are identified. It also models how wider society should deal with such incidents. | Yes  Partially  No |  |  |
| **7** | **Are learners aware of the behaviour policy and child protection policies?**  For safeguarding to be effective it is important that learners are aware that they can speak with staff and how the school / college will respond if concerns are identified. | Yes  Partially  No |  |  |
| **8** | **Are learners aware of how to report concerns, either individually or as a group?**  Good practice allows children an open forum to talk things through. Such discussions can lead to increased safeguarding disclosures. Children / learners should be made aware of the processes by which to raise their concerns or make a report (including when they have a concern about a friend or peer). These should be easily accessible, transparent, clear, and easy to understand. Children/learners should feel confident to report, any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. | Yes  Partially  No |  |  |
| **9** | **Are learners aware that there are other agencies they can talk to if they do not feel able to speak with adults on site?**  Do learners know of other agencies, for example the NSPCC and Childline, who they can talk to if they do not feel able to talk to staff? Are these details displayed in an area where learners do not have to ask to see them? | Yes  Partially  No |  |  |
| **10** | **Does the Governance Body understand the requirements on the setting and how this is part of a wider safeguarding culture? Do they regularly monitor and challenge practice?**  A culture of safeguarding in general should be inherent in all oversight and strategic direction provided by the governance body and should set expectations about the development / maintenance of a safeguarding culture. | Yes  Partially  No |  |  |
| **11** | **Has the Designated Lead (and deputies where applicable) read the guidance had training in relation to sexual violence and sexual harassment?**  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 read the statutory guidance and had training that covers how to respond to such incidents. | Yes  Partially  No |  |  |

| **What are we looking to evidence** | | **Can we evidence this?** | **Where would we find the evidence?** | **Actions, if identified** |
| --- | --- | --- | --- | --- |
| **Staff knowledge and understanding** | | | | |
| **12** | **Have staff had training about the impact of sexual violence and sexual harassment?**  Training should cover:   * the vulnerabilities of specific groups, for example children with SEND and children who are LGBT (Lesbian, Gay, Bi or Trans) or perceived to be LGBT. * what valid consent is. * definitions of sexual violence and sexual harassment. * specific issues including sharing of nudes and semi-nudes (sexting) and up skirting. * what the potential responses of the setting may be. * What the setting can do to support the victim and other learners, and where to get support if required. | Yes  Partially  No |  |  |
| **13** | **Do staff know how to access the detailed information in Part 5 of** [**Keeping Children Safe in Education**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) **and know who to speak to if they have any questions or want clarification?**  Staff could potentially have to deal with these issues at any time and therefore it is important that they are fully informed and know where to seek additional information if required. | Yes  Partially  No |  |  |
| **14** | **Are staff aware of the requirement on the school to abide by the Equality Act 2010?**  The protected characteristics set out in the Equality Act 2010 mean that schools and colleges must not unlawfully discriminate against pupils / learners 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). | Yes  Partially  No |  |  |
| **15** | **Do all staff feel confident to challenge pupils about their behaviour or language that they use?**  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 always be challenged. 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 mealtimes. | Yes  Partially  No |  |  |
| **16** | **Are staff up to date in their knowledge about how to manage a disclosure?**  Are staff confident that they can deal with a situation where a pupil makes a disclosure? | Yes  Partially  No |  |  |
| **17** | **Do staff feel confident and equipped to deliver relationships and sex education?**  Relationships and sex education must be delivered in all settings, although what this looks like should be tailored dependent on the age of the learners. Guidance is clear that it should be delivered as part of a broad and balanced curriculum, stating “Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.” It is therefore important that all staff are aware of the requirements and feel equipped to deliver advice, support and education as required. For older learners, healthy relationships and consent are valuable topics for confident staff to deliver. | Yes  Partially  No |  |  |
| **18** | **Does the curriculum include specific elements around sexual violence, sexual harassment, and consent?**  Consent is a key issue in all of this and there should be regular discussions / revisiting of the issue of consent. | Yes  Partially  No |  |  |
| **19** | **Does the online safety curriculum include sexual harassment and sexual violence?**  As identified in the foreword to the RSE guidance: “Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” It is therefore important that these aspects are considered in an online as well as a real-world context. Does your curriculum allow for learners to discuss the role of the internet in the development of relationships, expectations of relationships and the potential negativity regarding relationships and what is and is not “healthy”? | Yes  Partially  No |  |  |
| **20** | **Does the DSL / safeguarding team know what information is required to make an immediate risk and needs assessment? Is this supported by procedure?**  Keeping Children Safe in Education 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 | Yes  Partially  No |  |  |

| **What are we looking to evidence** | | **Can we evidence this?** | **Where would we find the evidence?** | **Actions, if identified** |
| --- | --- | --- | --- | --- |
| **Monitoring** | | | | |
| **21** | **Does the setting monitor the delivery of relationships and sex education to ensure it is meeting the policy and is effective?**  Are trained and confident staff delivering the learning? Is it impactful and effective? | Yes  Partially  No |  |  |
| **22** | **Does the setting seek / hear the views of learners about relationships and sex education?**  Is the learning being received in the manner it is intended, is it impactful and effective? If things need to change how are these views sort to ensure a balanced response? | Yes  Partially  No |  |  |
| **23** | **Are learners clear in their understanding of what constitutes sexual harassment and sexual violence?**  Can learners tell staff what they understand by these phrases and are they right in their interpretation? | Yes  Partially  No |  |  |
| **24** | **Do learners feel confident that they can report concerns about sexual violence and sexual harassment and will be listened to****? Are there any barriers to reporting incidents?**  How do we know the processes that are in place are effective and that there is a clear culture within the setting that such incidents are not acceptable and will be responded to consistently? Barriers may be perceived or actual – do we know what these are and how to overcome them? | Yes  Partially  No |  |  |
| **25** | **Are all reports of sexual violence and sexual harassment recorded?**  Can we assure ourselves that every report is flagged as required by policy? Does the reporting function capture the necessary information (e.g., nature, location, severity)? Are we confident that reports of sexual violence and sexual harassment are being recorded explicitly as such or are they being classed as other issues, for example bullying? | Yes  Partially  No |  |  |
| **26** | **Do learners who report sexual violence and / or sexual harassment receive timely and effective support?**  How do we know this? How do we know that the support offered is the right support at the right time for that young person? Is this data regularly collated? | Yes  Partially  No |  |  |
| **27** | **Do learners who commit / are alleged to have committed sexual violence and / or sexual harassment receive timely and effective support, as well as sanctions as appropriate?**  How do we know that the support offered is the right support at the right time for that young person? Are sanctions carefully considered ‘on a case-by-case basis’ reflecting differing circumstances and impact on any ongoing external investigations? Is this data regularly collated? | Yes  Partially  No |  |  |
| **28** | **Do we know what the data we have is telling us about the prevalence of sexual violence and sexual harassment in our school?**  Can we evidence that the measures that we are putting in place are effective? If the measures are not effective, are there opportunities to evidence this from the data and make appropriate changes? | Yes  Partially  No |  |  |
| **29** | **Do we regularly monitor the data that we have and are governors aware of this data, acting as necessary?**  What data do we record and how is this presented to governors? How to governors triangulate this information? How does the data show the culture within the school? | Yes  Partially  No |  |  |

Audit developed in partnership with [Sarah Turner Consulting](https://www.sarahturnerconsulting.co.uk/).

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