**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 are not acceptable and are consistently challenged. It should be read in conjunction with Keeping Children Safe in Education, (especially, but not exclusively) part five.

If you can demonstrate a positive and effective response to all the questions in this audit, then you should be able to evidence a whole setting 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** |
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| **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, including sexual violence, sexual harassment, and the sharing of nude and semi-nude images. | Yes  Partially  No |  |  |
| **2** | **Are staff required to read the setting’s child protection and behaviour policies on a regular basis?**  Although there is no fixed period after which staff should reread the policies, it is good practice to require staff to reread the policies annually and at the point of any update if issued during the 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, as well as related procedures and processes, are fully covered in the setting’s child protection policy, as well as being included in the behaviour policy. It can be useful to discuss the local response to sexual violence and sexual harassment with police and local authority children’s social care colleagues in order to prepare the setting’s policies (especially the child protection policy) and responses. | 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 a child or young person should be able to talk to any member of staff of their choosing to report incidents of sexual violence and sexual harassment. The guidance sets out that it should be made clear that sexual violence and sexual harassment are unacceptable, will not be tolerated and are not an inevitable part of growing up. There should also be clarity that sexual violence and sexual harassment will never be dismissed as “banter”, “having a laugh” or “boys being boys”, and that sexualised behaviours, such as grabbing bottoms, breasts, and genitalia, will always be challenged. It should also make clear that perpetrators as well as victims will have their needs assessed and be supported appropriately. | 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 schools must have in place a written policy which should meet the needs of learners and parents and reflect the community they serve. Schools must consult parents when developing and reviewing their policy. | 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 setting, and how the setting will respond if concerns are identified. Policies may also reflect the wider issues within a local area. | 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 of the expectations of the setting, feel confident that they can speak with staff, and know how the setting 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. 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 another child). These should be easily accessible, transparent, and easy to understand. Learners should feel confident to report any form of abuse, know their concerns will be treated seriously, and that 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, [NSPCC helplines](https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/) and [Childline](https://www.childline.org.uk/), who they can talk to if they do not feel able to talk to staff? Are the contact details displayed in areas where learners do not have to ask to see them? | Yes  Partially  No |  |  |
| **10** | **Do the Governance Body understand their obligations, and how these are part of a wider safeguarding culture? Do they regularly monitor and challenge practice?**  Governance bodies should ensure that all governors/ trustees etc. receive appropriate safeguarding training at induction. This training should equip them with the knowledge to challenge, test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole-setting approach to safeguarding. Their training should be regularly updated. | Yes  Partially  No |  |  |
| **11** | **Has the designated safeguarding lead (and any deputies) read the guidance and had in-depth training about sexual violence and sexual harassment and the required response?**  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 not only have read the statutory guidance and had training that covers how to respond to such incidents; but should have knowledge of local context, local safeguarding partners’ response and relevant support services | Yes  Partially  No |  |  |

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| --- | --- | --- | --- | --- |
| **Staff knowledge and understanding** | | | | |
| **12** | **Have staff had training about sexual violence and sexual harassment and its impact?**  Training should cover:   * online safety. * the vulnerabilities of specific groups, for example children with SEND and children who are LGBT (lesbian, gay, bi-sexual or transgender) or perceived to be LGBT. * what consent is. * definitions and impact of sexual violence and sexual harassment. * specific issues including the sharing of nudes and semi-nudes and upskirting. * what the potential responses of the setting and other agencies may be. * what the setting can do to support the victim and other learners, and where to get external 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?**  Any staff member could potentially have to deal with these issues at any time and 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 for the school/college 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 learners because of (amongst other characteristics) their sex, gender reassignment or sexual orientation. Schools and colleges can take positive action to support a group that may be particularly disadvantaged (e.g., girls, as they are disproportionately subjected to sexual violence and sexual harassment). | Yes  Partially  No |  |  |
| **15** | **Do all staff feel confident to challenge learners about their behaviour or the language they use?**  As already explained, 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 language and behaviours (such as bra-pinging, grabbing bottoms, breasts, genitalia etc.) will always be challenged. This will require all staff, regardless of role, to challenge when the behaviour/language is seen/heard, particularly as this is more likely to happen during less structured times, such as breaks and mealtimes. | Yes  Partially  No |  |  |
| **16** | **Are staff up-to-date and confident in their knowledge about how to manage a disclosure?**  Are **all** staff confident that they can deal with disclosures from learners appropriately? How do you know? Have you checked? Or are you making assumptions? | Yes  Partially  No |  |  |
| **17** | **Do relevant staff feel confident and equipped to deliver relationships and sex education?**  Relationships education (RE) must be delivered in all primary settings, and relationships and sex education (RSE) must be delivered in all secondary settings, and it should be tailored to the age/stage of development of the learners. Guidance is clear that it should be delivered as part of a broad and balanced curriculum: “Teaching will include sufficient well-chosen opportunities and contexts for learners to embed new knowledge so that it can be used confidently in real life situations.” It is important that all staff **are aware of the requirements and feel equipped** to deliver advice, support and education as required. | Yes  Partially  No |  |  |
| **18** | **Does the curriculum include specific elements around sexual violence, sexual harassment, and consent?**  Consent is a key issue and should be readdressed and discussed regularly. Discussion should include how people can actively communicate and recognise consent from others, (including sexual consent for secondary plus aged learners), and how and when consent can be withdrawn (in all contexts, including online). Consider where else in the curriculum (outside of RE/RSE) consent and other key elements can be raised effectively. | Yes  Partially  No |  |  |
| **19** | **Does the online safety curriculum include sexual harassment and sexual violence?**  As identified in the foreword to the R(S)E 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 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** | **Do the DSL and their deputies 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(s), the alleged perpetrator(s) and other children at the school/college (as well as considering risks to staff/adult students if appropriate). The assessment should be regularly reviewed and, where relevant, informed by professional risk assessments by social workers or other specialists. Do all your DSL/deputies feel confident and equipped to do this? How do you know? How often do you check? | Yes  Partially  No |  |  |

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| **Monitoring** | | | | |
| **21** | **Does the setting monitor the delivery of relationships and sex education to ensure it is following the policy and is effective?**  Are **trained and confident** staff delivering the learning? Is it impactful and effective? How do you know? | 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? How is this checked? Is it done in a way that is accessible to all learners? If things need to change, how are differing views sorted to ensure a balanced response? | Yes  Partially  No |  |  |
| **23** | **Are regular checks made about learners’ 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? How often is this checked? Is it done in a way that is accessible to all learners? | 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 unacceptable and will be responded to consistently? Barriers may be perceived or actual – do we know what these are and how to overcome them? How often do we check, and is it done in a way that is accessible to all learners? | Yes  Partially  No |  |  |
| **25** | **Are all reports of sexual violence and sexual harassment recorded accurately?**  Can we assure ourselves that a written record of every report has been made (in line with guidance), and that it captures the necessary information (e.g., nature, location, time)? 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, e.g. bullying? | Yes  Partially  No |  |  |
| **26** | **Do learners who are the reported victims of 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 child/young person? Is this data regularly collated? | Yes  Partially  No |  |  |
| **27** | **Do learners who are the alleged perpetrators of 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 child/young person? Are sanctions carefully considered ‘on a case-by-case basis’, reflecting differing circumstances and the 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 setting?**  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? Do we know if there are specific groups of learners being targeted? | Yes  Partially  No |  |  |
| **29** | **Do we regularly monitor all the data that we have? Are the governance body aware of this data and taking necessary action?**  What data do we record and how is this presented to the governance body? How does the governance body triangulate this information? How does the data show the culture within the setting? Do we need to improve the type of data we collect and/or how we analyse it? How quickly and effectively does the governance body respond? | Yes  Partially  No |  |  |

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

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