EBOR ACADEMY TRUST

Policy Number

4A

Safeguarding First Principles
(including Appendix A: Sexual Harassment and Abuse in Schools)
NOTE: To be read with Child Protection & Safeguarding Policy

Approved By:	Ebor Academy Trust Board of Trustees
Approval Date:	September 26
Review Period:	Annually
Review Date:	September 27

Author: *Rebecca McGuinn, (Lead Safeguarding, behaviour & wellbeing)*
Date Created/updated: *September 26*
Version Number: ***9***

Contents:

1.	Guidance for all staff, trustees, governors, and volunteers	3
2.	Good adult behaviour in school	3
3.	Responding to a child's emotional or physical needs	5
4.	Responding to problematic behaviour	6
5.	Engaging Families	6
6.	Equality and Diversity	7

1. Guidance for all staff, trustees, governors, and volunteers

1.1 The Ebor Academy Trust places a high priority on ensuring that child protection procedures are in place. We undertake Disclosure and Barring Service (DBS) checks and make our recruitment processes robust so that children are safeguarded and feel safe in the academies within the Trust.

1.2 We also endeavour to ensure that adults and apprentices who work with children also feel safe, without fear of being subject to allegation. This document provides advice and guidance for all staff, governors, students and volunteers in a number of important areas which they should follow so that they can carry out their role in a safe and supportive environment.

1.3 Where the term "adult" is used in this document it should also be read to include an apprentice or volunteer under the age of 18. It therefore includes all staff, volunteers, agency staff or any other person visiting the school who is in school alongside the children. That said, it should be appreciated that some apprentices or volunteers in a school may occasionally be under the age of 18 themselves. In such cases, this policy applies equally to them as children.

1.4 It is extremely important that staff raise safeguarding concerns with the Designated Safeguarding. If for some reason the Designated safeguarding lead is unavailable then they must contact a member of the safeguarding team in each academy, as soon as possible. This is particularly important if another adult is seen acting in a way that could give rise to an allegation of physical or emotional harm. **Do not ignore this situation.**

1.5 The privacy of staff, governors, students, volunteers and children should be respected at all times and photographs of them must not be published without their permission, including posting on social media websites, the internet or via a mobile phone.

1.6 All adults working in the school in any capacity should protect all personal social media sites and pages, using the highest level of privacy and protection settings. The Trust requires all employed staff to have accounts locked to private. It is an expectation that any staff who do engage with social media do so with the strongest and highest of professional regard and conduct

1.7 Confidential discussions about children, staff, governors, students and volunteers should not be discussed/repeated in school or outside of school. Disciplinary procedures may be implemented if this is found to have happened.

1.8 Cameras should not be used in school by any member of staff, volunteer, student or governor, unless agreed and with the permission of the Head Teacher.

1.9 Staff should not accept or seek friend requests from children or parents of the school on social media platforms

2. Good adult behaviour in school

2.1 All adults, paid or unpaid, working in an academy within the Trust are expected to exhibit a high standard of conduct, provide a good role model and behave in a mature, safe, fair and considerate manner. Adults are asked not to behave or dress in such a way that could lead a reasonable observer to question conduct, intentions or suitability to care for other people's children. It is important that those working in

the school are not sarcastic and do not make remarks or jokes to colleagues, parents or students/pupils of a personal, sexual, discriminatory, intimidating or otherwise offensive nature.

2.2 Adults should also not make arrangements to contact, communicate or meet with students/pupils or parents outside of school through the use of email, texting, other electronic messaging systems and social networking sites.

2.3 Adults should **never** give out their personal telephone number and email addresses to students/pupils and parents to communicate with them by text or via the internet.

2.4 Adults should only touch students/pupils or other adults for professional reasons, and when it is necessary and appropriate for the students/pupils, parents or a colleague's wellbeing or safety (such as comforting a child after a fall, or when a colleague is extremely upset).

2.5 Any form of physical intervention should always be a last resort and must be carried out by a trained or senior member of staff. In the event that physical intervention is required as an emergency response then this must be immediately reported to the Headteacher of the school. Whenever physical intervention takes place the required physical intervention reporting form must be completed, and parents and carers should also be informed. If a child requires regular physical intervention, then a physical intervention support plan must be produced, and parental consent sought.

2.6 When working one-to-one with children, adults should ensure, where possible, that this is done in a public place e.g. the hall, library. If it cannot be avoided and they have to work alone with a child in a room that has not had glass panels fitted, adults should ensure that they behave in a mature, respectful, safe, fair and considered manner. Glass panels in doors should not be covered with posters – it is important that actions are as transparent as possible.

2.7 When filming and/or photographing children, adults should always be clear about the purposes, particularly to the students/pupils and make sure that there is clear educational justification for any photography or filming of students/pupils. The school holds details of Data Protection photographic permission on each child's admission form to school and these should always be referred to, especially when there are any plans to publish any photos. No filming of children should take place on personal devices, and consent must always be sought.

2.8 Academy Trust staff should not offer to provide transport to children or families. In exceptional circumstances the head teacher may agree to doing this alongside written consent from parents/carers. The member of staff must have the appropriate level of insurance and a risk assessment will be put into place. However unless a Headteacher explicitly allows the transportation of children no Academy member of staff must travel alone with a child or parent. A risk assessment must be approved by the Trust safeguarding lead.

2.9 The school has a **zero-tolerance policy** towards the use of vapes or e-cigarettes by anyone on the school premises, at any time. This includes all staff, parents, carers, visitors, and pupils. We recognise that while vapes are an aid for adult smokers to quit, they are **not for children** and their use presents a significant safeguarding concern. All pupils are prohibited from bringing vapes or e-cigarettes onto the school site, and they will be confiscated immediately in line with the school's behaviour policy. This is not just a disciplinary measure, but a protective one, as the contents of vapes, including nicotine, can be highly addictive and harmful to a child's health. Furthermore, their

presence on site could be an indicator of other safeguarding issues, such as a child's exposure to illegal substances or peer-on-peer exploitation.

3. Professional Conduct, Boundaries, and Safeguarding Culture

All staff, governors, and volunteers occupy a position of trust and must uphold the highest standards of professional conduct, integrity, and personal suitability at all times—both on and off-site. Every adult serves as a role model and shares a duty to maintain a child-centred safeguarding culture where safety, dignity, and respect are paramount.

- Staff must maintain clear, unambiguous personal and professional boundaries with pupils, parents, carers, and colleagues. Behaviour, language, or relationships that blur these boundaries, exploit positions of trust, or bring the school or Trust into disrepute are strictly prohibited.
- All interactions with pupils and families must take place through official school channels. Staff must not share personal contact details, engage in private electronic messaging, or attempt to connect with pupils or parents on personal social media platforms. Personal social media accounts must be set to the highest privacy settings, and staff must ensure their online conduct aligns with professional standards.
- Staff must refrain from any off-duty conduct—including public statements, online activity, or personal interactions—that could compromise their suitability to work with children or undermine public confidence in the school community.
- Professional conduct is a foundational component of safeguarding. Adults must actively model respectful behavior, challenge inappropriate conduct or language immediately, and promptly report any boundary breaches or low-level concerns in accordance with Trust reporting procedures.

By adhering to these standards, we collectively ensure a safe, supportive, and safe environment essential for the well-being, protection, and academic success of every child.

4. Responding to a child's emotional or physical needs

Every day, adults in school will respond to children's emotional and physical needs. This could be for a variety of reasons, including when a child is distressed, has intimate care needs, is a victim of bullying, experiencing parental separation or bereavement or when a child has chosen to make a disclosure to you. Adults should always avoid behaviour that could be interpreted as physically intrusive and (where possible) avoid being isolated with a child especially in toilet areas, which should be entered (where possible) with another staff member.

Those adults carrying out personal care tasks that students/pupils cannot carry out for themselves will need to ensure they are adopting safe working practice at all times. No adult must be alone whilst carrying out intimate care for a child.

Adults who need to carry out intimate care of children should only touch for professional reasons and when it is necessary and appropriate. Children should be encouraged to undertake this themselves in the first instance. Adults should wear appropriate equipment to undertake such an activity (gloves, aprons) and ensure that waste is

disposed of in the appropriate bins (reception toilet area). Where a child requires regular personal or intimate care then a personal care plan must be written, and parent/carer consent must be granted.

Adults should be careful about physical contact with students/pupils, particularly in one-to-one situations. Where possible, children should be comforted by talking to them and reassuring them. Limited physical contact is appropriate on occasions (arm on shoulder, or nursing a distressed child), but adults must be careful that the intention cannot be misunderstood. Any adult who looks to initiate physical contact with a child must where possible seek the child's consent first.

If a child makes a disclosure the child who discloses the information should be reassured, told that they were right to do so and that they are not to blame, and take what the child says seriously. It is important to listen rather than ask direct questions to what is being said without displaying shock or disbelief, accept what is being said and allow the child to talk freely. The adult should explain what has to be done next and who has to be told and a written record then made. Information should be passed without delay to the Designated Safeguarding lead in his/her absence the deputy safeguarding lead.

5. Responding to problematic behaviour

There will be times when a child may display problematic behaviours which could include being aggressive to staff/ children/ parents, sexualised behaviour towards staff/ children/ parents, or disruptive behaviour. This must be responded to in line with the behaviour and wellbeing policy.

Adults should not ignore a situation where a pupil or a parent is acting in a threatening manner, nor should they risk an escalation of the situation by shouting back. The policy is to remain calm and use a calm but clear voice at all times. It is always better to aim to diffuse the situation or prevent the pupil being hurt – adults have a legal duty to do so. Staff should calmly acknowledge that the individual is upset and suggest that they leave the area to “cool down”. We ask adults to only intervene physically if absolutely necessary. As outlined above, procedures for physical intervention including record keeping must be followed. In such cases the adult should ensure they safeguard themselves at all times. A trustworthy pupil must be sent to find help immediately if there is no other adult available, making clear the urgency of the situation.

Where there may be a child in the school who is known to abscond or try to run out of the school building and off the premises, an immediate and responsive risk assessment must be implemented. Where a child is known to be a flight risk, staff should follow the guidance as set out in that child’s individual behaviour management plan and or risk assessment. Where a child may try to abscond from the school site in a manner that is unexpected and unplanned, staff are reminded to not run after the child, or escalate that child’s emotional state. A member of the school’s leadership must be notified immediately. If a child does escape from the school site then the police and the child's parent/carers must be contacted. Where possible two adults should follow the child and track them from a safe distance. Following any kind of incident whereby a child has been at risk and left the school site a debrief must be held in order to reflect on practice and implement any required safety plans.

6. Engaging Families

The Ebor Academy Trust is committed to working in partnership with families to engage them in their child's learning and the life of the school. This will mean not patronising parents and trying at all times to be good role models. It's always better to discuss a child with his family out of the sight and sound of other parents and care should always be taken regarding the language used when talking to parents. For example, it is much better to use early intervention and support rather than blame and shame. However, on rare occasions staff may have to deal with difficult and hard to reach families and may experience aggression such as parents shouting at staff or children/parents on the school site. Where a school feels it is appropriate the Academy Trust has a policy for managing abusive and violent parental behaviour.

Any adults who find themselves in this situation should aim to diffuse the situation e.g. calmly acknowledge that the individual parent is upset and suggest that they leave the area, move to another area such as the head teacher's office or a pastoral base if available. No adult should ever risk escalating a situation by shouting back but should call for assistance, making clear the urgency of the situation.

7. Equality and Diversity

Schools within the Ebor Academy Trust are inclusive schools and adults should follow the Equality Policy and treat everyone respectfully, irrespective of what they believe personally. In our schools' adults will come across cultural differences in childcare or parenting practices, different religious practices and spiritual needs, or a clash of cultural beliefs, such as the role of men/women. All should be respected. However, it is possible that despite the work of the school to promote equality and diversity there may be incidents of bullying, racism, homophobia or other unacceptable behaviour. For example, adults may hear a child calling another a racist name or insulting another because of their sexuality or special needs.

If adults need to respond to oppressive/discriminatory behaviour they should approach it with sensitivity, remain calm and use a calm but clear voice at all times. They should always make it clear that it is unacceptable behaviour and give both sides a chance to tell their point of view. Both parties should be told that the incident will be investigated thoroughly. The Headteacher must be informed as soon as possible of the incident, all appropriate record keeping regarding any incidents must be completed.

Any incidents of bullying, racism and or derogatory language must be responded to, reported and recorded in line with the behaviour policy. A child's parents or carers must be informed. Once investigated this kind of behaviour may be subject to a fixed term suspension.

8. Low-Level Concerns & Whistleblowing Protocols

- To maintain a safe safeguarding culture, the Trust distinguishes between allegations of harm and low-level concerns.

- Any concern, oversight, or boundary breach that does not meet the harm threshold (e.g., being overly friendly with a pupil, giving an unapproved gift, or sitting alone in a room with a pupil with the door closed).
- **]** All low-level concerns regarding staff, volunteers, or supply personnel must be reported to the Headteacher using the Trust Low-Level Concern Reporting Form. This ensures early identification of problematic patterns of behaviour.
- If a member of staff feels that a safeguarding concern or allegation regarding an adult is not being properly addressed internally, or if the concern relates to the Headteacher, they must utilize the **Ebor Academy Trust Whistleblowing Policy**

I have read and will observe the Safeguarding First Principles

Signed……..

School Name: .....

Position: …….

Date……

Agency	Role	Contact details
School Designated Safeguarding Lead	Laura Robinson (Exec Headteacher) Emma Trotter (Assistant Headteacher)	l.robinson2@ebor.academy e.trotter@ebor.academy
Designated Safeguarding Governor	Karen Thompson	k.thompson1@ebor.academy
Designated Looked after child teacher	Laura Robinson Support Looked After Children or formerly LAC	l.robinson2@ebor.academy
Chair of Governors	Karen Thompson	k.thompson1@ebor.academy
Trust Safeguarding Lead	Rebecca McGuinn	r.mcguinn@ebor.academy
Safeguarding Trustee	Debbie Clinton	d.clinton@ebor.academy
Local Safeguarding Team	North Yorkshire MAST	**Urgent MAST referrals: 0300 131 2131** **Referrals can be made via the universal referral form or following an Early Help Assessment. Both can be located on North Yorkshire Safeguarding Children Partnership website: https://www.safeguardingchildren.co.uk/professionals/forms-and-tools/** **Professional Consultation Line**
Local Authority Designated Officer	Duty LADO	**01609 533080**

EBOR ACADEMY TRUST

APPENDIX A:

4A Safeguarding First Principles:
Appendix A - Sexual harassment and abuse in schools
Supplementary Guidance for DSL's
This policy sits in conjunction with Ebor Academy Child protection policy

Approved By:	Ebor Academy Trust Board of Trustees
Approval Date:	September 2026
Review Period:	Annually
Review Date:	September 2027

Author: *Rebecca McGuinn, (Lead Safeguarding, behaviour & wellbeing)*
Date Created/updated: *September 2026*
Version Number: *9*

1. Introduction

This policy is to be read and referenced alongside Keeping Children Safe in Education (September 2026). Part 5 of KCSIE focusses specifically on child on child sexual violence and sexual harassment. The guidance seeks to define the issues, minimise risks and what to do if an incident occurs/alleged to have occurred.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated. It is not an inevitable part of growing up. We will always challenge and educate behaviour or language that's seeks to normalise sexual harassment or violence in school.

We will always remain guided by a child's voice and our schools work to continually promote the need for children to be heard and understood. Our schools will deliver this through the curriculum and its culture. this in many different ways. If a child makes an allegation the first response will always be to accurately capture and record what they tell us.

2. Context

Victims and alleged perpetrators

There are many different ways to describe children and young people (CYP) who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse. For the purposes of this guidance, we use the term 'victim'. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child or young person is most comfortable. For the purpose of this guidance we also use the term 'alleged perpetrator'. It is important to remember that, as a child or young person, any alleged perpetrator is entitled to, deserving of, and should be provided with, a different level of support to that which might be provided to an adult who is alleged to have abused a child or young person.

3. What is sexual harassment and sexual violence?

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

Sexual harassment and sexual violence is not 'part of growing up'.

Children and young people who have a special educational need and/or disability (SEND) or who identify as LGBTQ+ are particularly vulnerable to sexual harassment and sexual violence.

4. Definitions

Sexual violence

It is important that all Ebor schools are aware of sexual violence and the fact that children and young people can, and sometimes do, abuse their peers in this way.

When referring to sexual violence in this policy, we do so in the context of child-on-child sexual violence namely, sexual offences under the Sexual Offences Act 2003 as defined, below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent: Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

All Ebor personnel, particularly Designated Safeguarding Lead (and Deputies), should understand "consent". This will be especially important if a child or young person is reporting they have been raped. It is important to differentiate between consensual sexual activity between children and young people of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the Designated Safeguarding Lead (or Deputy) should be involved and generally speaking leading the school response. If in any doubt, they should seek expert advice via the MAT safeguarding lead who will also be able to guide further. The DSL should also contact children's social care in the first instance if they feel they are dealing with a disclosure of potential harm or abuse.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualized environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

Sexual comments: such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualized names;

Sexual "jokes" or taunting: On face value this may often be described and referred to as 'banter' however anything that could cause emotional harm, offence or make another person feel inferior, unsafe or humiliated must be investigated and considered as inappropriate unacceptable behaviour.

Inappropriate physical behaviour: This could include: deliberately brushing against someone, interfering with someone's clothes displaying pictures, photos or drawings of a sexual nature; and this may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Online sexual harassment:

a) non-consensual sharing of sexual images and videos.
b) sexualised online bullying;
c) unwanted sexual comments and messages, including, on social media; and
d) sexual exploitation; coercion and threats.

5. Responsibilities

Ebor Schools have a statutory duty to safeguard and promote the welfare of its children and young people at their school. As part of this duty, schools and colleges are required to have regard to guidance issued by the Secretary of State. In particular, all schools must have regard to Keeping Children Safe in Education and Working Together to Safeguard Children.

All schools are required by law to have a behaviour policy and measures in place to prevent all forms of bullying. All schools must teach sex and relationship education (see SRHE policy for more details) Ebor Academy Trust ensures good practice is delivered in all of its schools which allows children and young people an open forum to talk things through safely and constructively. All staff should be aware of how to support children and young people and how to manage a disclosure.

6. Curriculum Foci

The most effective preventative education programme will be through the whole school approach that prepares children and young people for life in modern Britain and includes:

a) Healthy and respectful relationships; including rape and consent (RSHE)
b) What respectful behaviour looks like
c) Prejudiced behaviour
d) Gender, roles, stereotyping and equality including toxic masculinity
e) Body confidence and self- esteem
f) Addressing cultures of sexual harassment including rape and consent
g) Reinforcing that violence and assault are always wrong

Relationships and Sex Education Policy
Behaviour Policy (including Anti-Bullying Policy)

7. Responding

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Some situations are clear:-

a) A child or young person under the age of 13 can never consent to any sexual activity;
b) The age of consent is 16;
c) Sexual intercourse without consent is rape;
d) Rape, assault by penetration and sexual assault are defined in law; and
e) Creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children and young people making and sharing sexual images and videos of themselves.

It is important that all schools within Ebor Academy Trust follow the guidance; as outlined in Part 5 of KCSIE.

Schools are not alone in dealing with sexual violence and sexual harassment; statutory partners such as Children's Services and the police may need to become involved in some cases. It is likely that any issues will extend beyond school, online issues and the use of various social media platforms can extend the impact of the abuse. This is also the case for children and young people using public transport and school transport; the school still have a duty to respond to all incidents they are made aware of even if the child or young person has not reported directly.,

It is essential that children and young people are reassured that they are being taken seriously and will be supported and kept safe as far as possible. A victim should never be given the impression they are creating a problem, nor should they be made to feel ashamed for making a report.

8. Dealing with a disclosure

(further information on this is within the child protection first principles policy)

8.1 *At Ebor Academy Trust we recognise that a child or young person is likely to disclose to someone they trust: this could be anyone on the school or college staff. Therefore, it is essential that all staff are aware of the response protocol.*

a) Do not promise confidentiality
b) Inform the victim of the next steps
c) Be supportive and respectful
d) Be non- judgemental and listen to what the child or young person is saying to you (*TED* questions; *T*ell me, *E*xplain, *D*escribe…)
e) No leading questions, use open questions
f) Record the disclosure via CPOMS (devote time to listening to what the child is saying, write notes if it is appropriate and then transfer or scan/upload facsimiles to CPOMS verbatim and in the child's/young person's words.
g) Only record the facts are as the child or young person presents them
h) No personal opinions should be recorded.
i) Inform the Designated Safeguarding Lead (or in their absence their Deputy) **immediately.**

8.2 The Designated Safeguarding Lead should consider the following:-

a) parents or carers should normally be informed (unless this would put the victim at greater risk);

b) the basic safeguarding principle is that: if a child is at risk of harm, is in immediate danger or has been harmed a referral should be made to children's social care; and
c) Rape, assault by penetration and sexual assaults are crimes. The starting point is that reports should be passed to the police.

THE DESIGNATED SAFEGUARDING LEAD WILL MAKE A DECISION WHETHER TO CONTACT CHILDREN'S SERVICES AND THE POLICE. IF THE DESIGNATED SAFEGUARDING LEAD IS NOT AVAILABLE IT IS YOUR RESPONSIBILITY TO FIND A SENIOR MEMBER OF STAFF TO PASS THIS ONTO- <u>LEAVING SCHOOL/COLLEGE WITHOUT SHARING THIS INFORMATION IS NOT AN OPTION</u>.

8.3 Where there has been a report of sexual violence the Designated Safeguarding Lead should make an immediate risk assessment factoring in:-
a) the victim, especially their protection and support
b) the alleged perpetrator
c) other children or young people (and sometimes staff)
d) lessons/classes where the victim and alleged perpetrator are together
e) transport

9. Safety Plans

Risk assessments should be recorded (written or electronic) and should be kept under review.

At all times, Ebor schools should actively consider the risks posed to all their children and young people and put adequate measures in place to protect and keep them safe.

The logging of incidents via CPOMs will enable DSLs and senior leaders to maintain an overview of issues being reported. This data is required for any Ofsted inspection.

Further steps for consideration whilst dealing with an incident of alleged sexual harassment or violence

a) Always have a clear documented chronology of events. That shows the concern, date, time and any witnesses, right through to the final response.
b) Include the child's voice (victim and perpetrator)
c) Contact Trust lead for advice
d) Carry out a parent meeting with all parents involved (Keep a record of that meeting)
e) Decide if the threshold for informing the local authority (CSC) has been met. Does this warrant police intervention from the school's prevention and support teams.
f) Do you need to include a safety plan for the victim/perpetrator to minimise contact.
g) Closely consider supervision of the children
h) Ensure all staff working with the children have been debriefed and are aware of any potential safety plans.
i) Consider a sanction. If you have evidence to suggest a child has been harmed, what measures have you put in place to ensure the child isn't going to be exposed to further harm or any other child.
j) Ensure you carry out follow up work in terms of support sessions for the children to educate and support. Including the victim and perpetrator. Document those sessions
k) Restorative work can only happen if the victim consents to this
l) Feedback to parents of your overall response and findings
m) Reflect on the delivery of the RSHE curriculum if appropriate

10. Ongoing responses

School safeguarding personnel (the DSL and/or DDSL) should consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator.

School safeguarding personnel should consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that of a report of rape.

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools and colleges should ask the victim if they would find it helpful to have a designated trusted adult (for example their class teacher or Designated Safeguarding Lead) to talk to about their needs. *The choice of any such adult should be the victims.* It is critical that we respect and support this choice. Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. This should be because the victim wants to, not because it makes it easier to manage the situation. If required we should consider providing a separate physical space for victims to withdraw.

11. Support and specialist organisations

Below provides an illustrative list of specialist organisation that are available to support:

a) Barnardo's https://www.barnardos.org.uk
b) Lucy Faithfull Foundation https://www.lucyfaithfull.org.uk
c) NSPCC https://www.nspcc.org.uk
d) RSHE implementation guidance ASCL, NAHT, NEU, The PSHE Association
e) The PSHE Association https://www.pshe-association.org.uk/
f) Rape Crisis https://rapecrisis.org.uk
g) UK Safer Internet Centre https://www.saferinternet.org.uk
h) Digital Awareness UK https://www.digitalawarenessuk.com/
i) Anti-Bullying Alliance https://www.anti-bullyingalliance.org.uk
j) MoJ Victim Support https://www.rapecentre.org.uk
k) The Survivors Trust https://www.thesurvivorstrust.org/
l) Victim Support https://www.victimsupport.org.uk
m) Gillick Competency https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines
n) Parent Zone https://parentzone.org.uk
o) Thinkuknow https://www.thinkuknow.co.uk/parents
p) Contextual Safeguarding Network https://contextualsafeguarding.org.uk/

12. Conclusion

Ebor Academy Trust do not tolerate or condone any form of behaviour that may cause sexual harm or lead a child or young person to feeling unsafe in its care. The Trust behaviour policy also reflects

that this is not something that will be accepted. Following a clear process of thorough investigation and advice from experts within children's social care, sanctions will be a consideration for the alleged perpetrator. Alongside further education, guidance and support for all parties concerned. Ebor Academy Trust are committed to continuing to support and develop their safeguarding leads, working closely with local children's social care teams and accessing specialist training and support. The relationship between home and school remains a critical part of safeguarding and one that will be central when investigating any allegations of sexual harassment or abuse.

Disclosure is made

The victim should be reassured. Confidentiality must not be promised. The allegation must be immediately reported to the DSL (or deputy) and an initial response record started in CPOMS.

Victim(s)

Immediate provision must be made for their physical and emotional safety. This may include being removed from lessons and offered a safe space in school. They should then be given the opportunity to write a statement (or to explain their allegation to a trusted adult of their choosing who will keep a record) recording it directly onto or scanning/uploading a written account into CPOMS. This may need to take place later in the presence of a family member.

Alleged perpetrator(s)

The DSL will make an immediate Risk Assessment taking into account the age of the victim and perpetrator. Action may need to be taken to consider the possible isolation of the alleged perpetrator.

Staff receiving disclosure

Staff must be given the time and space to write their account of the disclosure as soon as is practicable. They must be advised to write in detail and to indicate where they have used the student's words verbatim. This should be recorded on CPOMS directly or in scanned/uploaded facsimile.

Decision to involve other agencies

The DSL (or deputy) will collate all documents/responses and record all interactions and investigations on CPOMS. The DSL (or deputy) will discuss the allegations with the school Principal or other suitably qualified member of SLT and DMAT safeguarding lead. A decision will be made as to whether the allegation can properly be managed internally or whether other agencies should be involved. Guidance on decision making can be found paras 6 & 8, above and in "Sexual violence and sexual harassment between children in schools and colleges" (DfE May 2018).