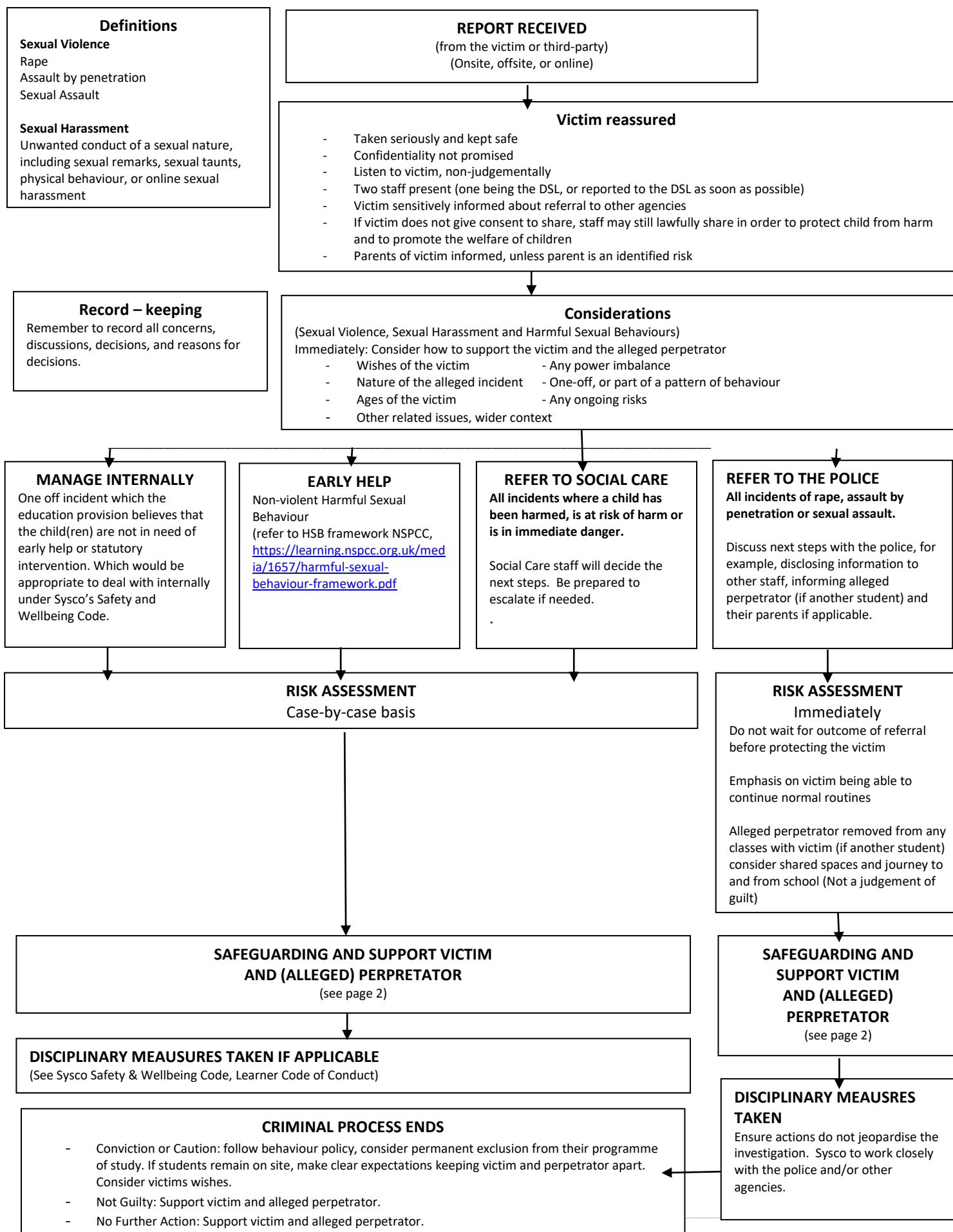




# Harmful Sexual Behaviour Process

## Response to Reports



**Definitions**

**Sexual Violence**

Rape  
Assault by penetration  
Sexual Assault

**Sexual Harassment**

Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour, or online sexual harassment

**Record – keeping**

Remember to record all concerns, discussions, decisions, and reasons for decisions.

**REPORT RECEIVED**

(from the victim or third-party)  
(Onsite, offsite, or online)

**Victim reassured**

- Taken seriously and kept safe
- Confidentiality not promised
- Listen to victim, non-judgementally
- Two staff present (one being the DSL, or reported to the DSL as soon as possible)
- Victim sensitively informed about referral to other agencies
- If victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children
- Parents of victim informed, unless parent is an identified risk

**Considerations**

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)

Immediately: Consider how to support the victim and the alleged perpetrator

- Wishes of the victim
- Nature of the alleged incident
- Ages of the victim
- Other related issues, wider context
- Any power imbalance
- One-off, or part of a pattern of behaviour
- Any ongoing risks

**MANAGE INTERNALLY**

One off incident which the education provision believes that the child(ren) are not in need of early help or statutory intervention. Which would be appropriate to deal with internally under Sysco's Safety and Wellbeing Code.

**EARLY HELP**

Non-violent Harmful Sexual Behaviour  
(refer to HSB framework NSPCC, <https://learning.nspcc.org.uk/medi/1657/harmful-sexual-behaviour-framework.pdf>)

**REFER TO SOCIAL CARE**  
All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care staff will decide the next steps. Be prepared to escalate if needed.

**REFER TO THE POLICE**

All incidents of rape, assault by penetration or sexual assault.

Discuss next steps with the police, for example, disclosing information to other staff, informing alleged perpetrator (if another student) and their parents if applicable.

**RISK ASSESSMENT**

Case-by-case basis

**RISK ASSESSMENT**

Immediately

Do not wait for outcome of referral before protecting the victim

Emphasis on victim being able to continue normal routines

Alleged perpetrator removed from any classes with victim (if another student) consider shared spaces and journey to and from school (Not a judgement of guilt)

**SAFEGUARDING AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR**

(see page 2)

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(see page 2)

**DISCIPLINARY MEASURES TAKEN IF APPLICABLE**

(See Sysco Safety & Wellbeing Code, Learner Code of Conduct)

**DISCIPLINARY MEASURES TAKEN**

Ensure actions do not jeopardise the investigation. Sysco to work closely with the police and/or other agencies.

**CRIMINAL PROCESS ENDS**

- Conviction or Caution: follow behaviour policy, consider permanent exclusion from their programme of study. If students remain on site, make clear expectations keeping victim and perpetrator apart. Consider victims wishes.
- Not Guilty: Support victim and alleged perpetrator.
- No Further Action: Support victim and alleged perpetrator.

## Safeguarding and supporting victims and alleged perpetrators

| Victim  | Alleged Perpetrator  | Other children  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• needs and wishes of victim are paramount</li> <li>• not made to feel they are the problem</li> <li>• consider proportionality of response</li> <li>• aim for victim to carry out normal routine</li> <li>• recognise that they may struggle in class and may need time out (if they wish)</li> <li>• be aware that they may not disclose the whole picture immediately</li> <li>• prepare for support over a long period and consider who is involved (internal and external)</li> </ul> | <ul style="list-style-type: none"> <li>• possible tension between discipline and support (these are not mutually exclusive)</li> <li>• consider age/ developmental stage/any SEND</li> <li>• proportionate response</li> <li>• consider unmet needs (for example, harmful sexual behaviours (HBV) in younger children may be a sign or abuse or trauma)</li> </ul> | <ul style="list-style-type: none"> <li>• witnesses may need support (especially in cases of sexual violence)</li> <li>• avoid allowing students to 'takesides'</li> <li>• minimise potential for bullying or victimisation in education site</li> <li>• be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed)</li> <li>• develop safeguarding culture</li> <li>• constantly review reporting procedures and responses</li> </ul> |