

# Preventing Sexual Harassment in School



## Aims

Relationships, Sex and Health Education is an important part of a young person's education and lays the foundations for long term wellbeing, empowerment, skills and knowledge to have healthy relationships and be safe.

At Woodlands Academy, it is our aim to provide a happy, safe and secure learning environment and a school ethos, which promotes positive relationships between peers and between students and staff. RSE explores student's thoughts, feelings and experiences and does include potentially sensitive and personal issues. It is important that we maintain a safe teaching and learning environment.

At Woodlands we strongly believe that learning is most effective when delivered through a whole school approach. This means working continuously through informal learning opportunities as well as the curriculum. A holistic approach is crucial, all staff and key adults in the young person's life should be actively involved in providing consistent messages around RSE. The curriculum needs to be appropriate to the social, emotional, developmental and safety needs of the individual.

## Curriculum

The pace and delivery of the curriculum may vary depending on individual need, and pupils may need lots of support to generalise their learning outside of RSE sessions and support to personalise the learning to their own relationships, behaviours and maturation. Topics may need to be revisited frequently. It is important not to omit any content from the curriculum and at Woodlands we encourage differentiated teaching to developmental ability whenever possible, rather than limit the topics covered.

## Foundations: Relevant statutory content in PSHE (Primary)

Those pupils who are working above step 6 on our progress trackers. (dependent on age, as appropriate work needs to be completed at a level that can be understood to facilitate safeguarding.) Will explore:

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- How to recognize who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.
- What a stereotype is and how stereotypes can be unfair, negative or destructive.
- The importance of getting permission- seeking and giving in relationships with friends peers and adults.

**For secondary aged pupils who are able to access at this level of knowledge they will explore:**

**Respectful relationships, including friendships**

That some types of behaviour within relationships are criminal, including violent behaviour and control.

What constitutes sexual harassment and sexual violence and why these are always unacceptable.

**Online and media**

That specifically sexually explicit material can present a distorted picture of sexual behaviours, and can negatively affect how they see themselves and how they behave towards sexual partners.

The impact on viewing harmful content.

What to do and where to get support.

**Being safe**

Laws relating to sexual consent, exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and how these can affect relationships.

How people communicate and recognize consent from others and how consent can be withdrawn (in all contexts, including online)

Intimate sexual relationships, including sexual health.

How to recognize the characteristics and positive aspects of healthy 1-1 intimate relationships, which include mutual respect, consent, loyalty, trust.

That there is a range of strategies for identifying and managing sexual pressure, peer pressure, resisting pressure and not pressuring others.

We acknowledge that pupils with PMLD and those who need support with personal care are exposed to greater incidences of personal touch and although they may not comprehend the difference, it is our responsibility to ensure that we foster an environment of respect, safe routine and transparency when undertaking personal care routines, we model caring and respectful relationship so that they can develop an understanding of appropriate practices. 'SoSafe' visuals are used to allow pupils to give consent and a choice in personal care routines. This allows their voice to be heard. The safe touch triangle is used to provide a clear visual of appropriate behaviour with different circles of people to develop this understanding.

## How we do this at Woodlands

- A comprehensive PSHE/RSE which is appropriate to the developmental stage, whilst considering the physical age of development of individual pupils is delivered. Although we aim to cover all the government guidance on content, due to the greater vulnerability to bullying, exploitation, and others issues for pupils with SEND, we especially have a focus on:
  - Relationships and sex education
  - Appropriate behaviour (including addressing sexualised behaviour)
  - Safeguarding – safe people, safe touch and consent.
- Using programs such as SoSafe with clear rules and visuals to support appropriate behaviour with various people using the safe touch triangle.
- Safe people visuals for personal care embedding consent into every day practice.
- Safe touch Guidelines.
- Policies and procedures for reporting any concerns.
- Zones of regulation to facilitate expressing emotions.
- The use of interventions such as social scripts and comic strips to give an understanding of undesired behaviours or to give guidelines and reasoning to appropriate behaviour. This also allow us to explore how these behaviours affect others.
- NSPCC Speak out Stay Safe Program.
- Childnet STAR (Safe, Trust, Action, Respect) resource for teaching about online safety risks in upper school and Natterhub in Lower school.
- 'Just a Joke and 'step up speak out' childnet resources used in upper school.
- A peer on peer abuse tab on our safeguarding log with outcomes and further actions.
- Sharing information on Facebook and website with parents about safeguarding their children including online safety and parental controls. Updates on existing and new apps.
- Parent groups to develop knowledge and understanding around being safe.
- Discussions at EHCP review meetings about individual need and programs and strategies to support