

THROUGH THEIR EYES

Sexual Assault

TEACHERS' NOTES



POLICE LINE DO NOT CROSS

THROUGH THEIR EYES

SLIDE 4

What makes a safe school?

This session is about sensitive and difficult content. It is important to set a context which makes it clear that schools can and should be safe places. The group can be helped by the points, which fly in on a click, to understand the key features of a safe school. Use the points one by one, to have a brief discussion about how each contributes to building a sense of safety.

Everyone knows and keeps the rules: What are the school rules? How do we learn about the rules? Often pupils learn about rules when they break them and are told off, examples might include: 'don't run in the corridor'..... 'you are late'....'put your phone in your bag or I will confiscate it.' Is this the best way to learn the rules? Are pupils involved/want to be involved in making the rules?

Well-being and relationships are a priority: As adults, we know that if we are feeling good then we perform well. Do pupils in school understand this?

Diversity, faith and culture, are valued: It is important to not make assumptions about anyone's values attitudes, identity, behaviours, life experiences and feelings, and to respect diversity.

Teachers are fair: Teachers need to treat everyone fairly. This doesn't mean treating everyone the same. Some pupils may have additional needs and this might be reflected in how they are managed by staff.

Pupils are listened to: This needs to be reciprocal, pupils should listen to others and have the right to expect to be listened to themselves.

Pupils treat each other with respect: Schools can help pupils to learn about the world and develop their opinions, while making it clear that attitudes/behaviours such as racism, homophobia, transphobia, discrimination, and bullying, are never acceptable.

There is information and support for when things go wrong: When things go wrong or we need help and advice, it is important to know how and where to go for support in school and in the community. It is helpful to encourage friends to seek help, if we think they need it.

Everyone is responsible for what they say and do: We all make mistakes. It is important to take responsibility for our mistakes, put things right if we can, get help if we can't, and learn from the experience.

Safety is paramount: When someone is not safe, staff must act promptly to assess risks and what the person needs to be protected.

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SLIDE 5

Sexual violence and sexual harassment happens everywhere, including in schools

This session looks at a series of incidents that happen to pupils in a school. It starts off with an incident which happens on the bus to school and is initially reported by a parent. The PowerPoint will help the group unpick what happened, and show it as an example of sexual harassment. The film goes on to show the impact of this on the group of girls, and on one girl in particular. The behaviours of one boy in particular, buoyed up by his friends, escalates, and there is an incident of sexual violence. It is important to explain to the group what is meant by sexual harassment and sexual violence. This is sensitive content. These notes on sexual harassment and sexual violence are from Keeping Children Safe in Education, statutory guidance for schools and colleges.

Pupils need to know this in order to recognise when these things happen: it is never acceptable, that it can be reported, and the victim will not be blamed. Given the prevalence of sexual harassment and sexual violence, staff should bear in mind that there may be pupils in the group who have lived experiences or are experiencing these issues as either victims or perpetrators. Both might be in the same group/school.

What do we mean by sexual violence and harassment?

- Sexual harassment and sexual violence can occur between two or more children, of any age and gender, from primary through to secondary stage and into college. It is important that the group understands that it is any age and any gender. They may need help to counter assumptions they might have about who does this and who are victims of this. They may be repeating what they have heard said at home.
- It can occur also through a group of children sexually harassing or sexually assaulting a single child or group of children. When groups are involved there will be a range of feelings which can exacerbate the impact of the abuse.
- Sexual harassment and sexual violence exist on a continuum and may overlap. It is helpful to explain to the group what is meant by a continuum. Incidents may not be obviously abusive. They rarely come 'out of the blue' and are obvious. This may be due to the perpetrator gaining confidence over time and escalating their behaviours, or due to a deliberate process of grooming which is carefully orchestrated.
- Both can occur online and face-to-face (both physically and verbally). Online behaviour may be standalone behaviours and/or part of a wider pattern of sexual violence and sexual harassment.
- Sexual harassment and sexual violence are never acceptable. Dismissing or tolerating such behaviours risks normalising it.

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SLIDE 6

Sexual violence behaviours include

When referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003:

- 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. (NOTE- Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

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. Consent may also be given at one time, but not at another time. Consent may be withdrawn at any time.

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape.

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SLIDE 7

Sexual harassment behaviours include

- Sexual comments, such as: telling sexual stories, making lewd comments, sexual remarks about clothes/appearance, or calling someone sexual names.
- Sexual “jokes” or taunting, such as: implying a sexualised attribute to someone.
- Physical behaviour, such as: deliberately brushing against someone, interfering with their clothes.
- Displaying pictures, photos or drawings of a sexual nature, such as: showing pictures or photographs which are intimate or sexual.
- Upskirting, this is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).
- Online sexual harassment. It may include:
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking nude and semi-nude images or videos of under 18 year olds is a criminal offence.
 - Sharing of unwanted explicit content. A photograph or film is private, if it shows something of a kind that is not ordinarily seen in public. A photograph or film is sexual, if it shows all or part of a person’s exposed genitals or pubic area, or if a reasonable person would consider the photograph or video to be sexual because of it’s nature.
 - Sexualised online bullying. This may involve messages to control or coerce a person to do something.
 - Unwanted sexual comments and messages, including, on social media
 - Sexual exploitation; coercion and threats.
 - Coercing others into sharing images of themselves or performing acts they are not comfortable with online.

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SLIDE 13

What are the girls saying about what happens on the bus?

This slide is to check that the group have understood the extent of the behaviour on the bus. When you have talked about what has gone on, ask the group to look at the worksheet and decide whether this was sexual harassment or sexual violence. They can highlight the sections of the definitions that apply to what the girls have reported.

The girls report:

- They pester us.
- They make remarks about what we look like
- They come up to us and make rude gestures
- It feels like they are targeting us
- The other kids who are not involved, laugh at them
- Some of them have pictures on their phones... rude pictures of girls' breasts and boys' private parts
- They prance up and down the bus showing kids
- Danny is the one who has the most pictures
- I think he has sent some to others
- He will show a picture of a girl without clothes and say it is one of us, and that makes that girl a slag
- The worst of it is Danny targets Ella....he is vile about Ella

Mrs Fleming says:

"This is not only unacceptable behaviour, it is illegal. Let me name it for you. It is sexist and abusive name calling; having, distributing and displaying indecent images in public with the purpose of bullying, and harassment."

How does she reassure the girls when she says she is going to speak to the boys and their parents?

"We will make it clear that we have had a report from a parent about this."

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SLIDE23

Keeping Children Safe in Education

This is statutory guidance for all schools and colleges

Statutory guidance means it is required by law that the guidance is followed.

The group needs to learn that schools have a legal duty to report, so Mrs Fleming's actions are appropriate. She has decided on the basis of what she knows to tell the Headteacher and all the boys are separately spoken to, each with their parent. Ask the group if they think she should have done more. Has Danny committed a crime?

Extracts from the guidance are on the slide:

Schools and colleges should be aware of and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college.

The Designated Safeguarding Lead (or Deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school or college.

Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to Local Authority Children's Social Care.

Any report to the police will generally be in parallel with a referral to Local Authority Children's Social Care. All police forces in England have specialist units that investigate child abuse.

The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.

Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.

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SLIDE 31

How does Naomi help Ella?

- She is very clear from the start: *“Why should you feel ashamed? They are in the wrong.”*
- She tries to reach out to Ella when she is off school: *“Text her again, say we are worried”.*
- She tells the girls: *“we absolutely have to report it.”*
- She goes to see Ella, takes her sweets, and they talk about what happened.
- The next day, she goes to see Mrs Fleming, she says she wants to report a sexual assault on her friend.

Get the group to look again at the again at the worksheet and decide on the basis of what we know happened to Ella in the park, whether this is now sexual harassment or sexual violence. They can highlight the sections of the definitions that apply to what Ella has said.

We learn that Mrs Fleming is the Deputy Head and Safeguarding Lead for the school. She decides to report what happened to the Police. Check with the group that they know the names of their school’s Safeguarding Lead and the Deputy Safeguarding Leads.

What help is there for Ella or anyone who is a victim of sexual violence/sexual violence?

Talk to the group about the importance of getting help. No one should be ashamed or try to keep sexual violence or sexual harassment to themselves.

Silence protects only the perpetrator.

The final worksheet has an activity to ask the pupils to think of a slogan for a poster about getting help after sexual violence and/or sexual harassment.