

Safeguarding in Education

Ofsted Review into Sexual abuse in education update

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Outcomes of session

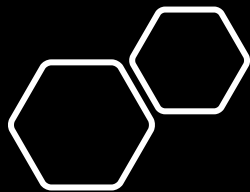
- Share the main findings from the review
- Explore the areas for education providers to consider in tackling the culture of sexual violence and sexual harassment in schools and colleges
- Share resources to assist education providers to audit their school culture



Research and analysis

Review of sexual abuse in schools and colleges

Published 10 June 2021



Ofsted review of sexual abuse in schools and colleges

- In April, Ofsted was asked by the Secretary of State for Education, Gavin Williamson, to undertake a rapid review of sexual harassment in schools and colleges, after anonymous testimonials of sexual abuse were published on the website 'Everyone's Invited' -

<https://www.everyonesinvited.uk/>

- Inspectors visited 32 schools and colleges, and spoke to over 900 children and young people about the prevalence of sexual harassment, online sexual abuse and sexual violence in their lives and the lives of their peers.

They also spoke to leaders, teachers, governors, local safeguarding partners, parents and other stakeholders, including leading experts in this field, and considered how inspection and statutory guidance could be strengthened.

NEW Dedicated NSPCC helpline 0800 136 663 |

help@nspcc.org.uk

everyone's invited

Safeguarding In Education Audit Summary 2020

The audit said.....	We did.....
There is an increase in children requiring SEN support and wider understanding of SEN needs	<ul style="list-style-type: none"> • Slough SEND Strategy refresh including an audit of current practice which will inform strategic action planning • Through the SBC restructure, the Education and Inclusion Division has reconfigured the SEND team, developing robust commissioning and governance frameworks for SEND • 'Whole School SEND' (WSS)/DfE Project with Slough school leaders delivered training to Heads, Senior Leadership, Governors and SENDCos in Jan – March 2021 • 'Whole School SEND' (WSS) seminar with school leaders to explore a shared understanding of inclusion and plan whole school CPD for 2021-2022 focusing on practice review and the development of school to school support coming in 2021.
Reports of high levels of neglect referrals	<ul style="list-style-type: none"> • New refreshed CPD seminars available to enable staff to have 'difficult conversations regarding neglect, non-compliance and consent issues' and update on the new toolkit • Refreshed local thresholds to capture educational neglect • Wellbeing Tool developed to aid discussions with families and young people based on the United Nations Convention on the Rights of the Child (UNCRC) • 'Making quality referrals' CPD Seminars delivered to support DSL's submit robust referrals
Reports of high levels of domestic abuse concerns	<ul style="list-style-type: none"> • 'Coercive Control Awareness' CPD seminars to help professionals identify signs and assess risk as well as provide help to victims around coercive and controlling behaviour (CCB). • MARAC (multi agency risk assessment conference) training scheduled for 2021 • Operation Encompass has a dedicated professional psychologist telephone helpline to help education workforce to support children and young people directly. • Work ongoing on 'trauma informed practice' for education workforce in 2021.
<h2>Data and trends indicate an increase reports of Peer on Peer abuse</h2>	<ul style="list-style-type: none"> • Peer on Peer abuse' CPD sessions delivered to deepen understanding - when to report to the police on a range of issues including sexual harassment/assault, drugs and weapons, were delivered in December 2020 in line with KCSIE. • Peer on peer abuse more prominent in contextual safeguarding framework • Dedicated NSPCC helpline to report sexual abuse in schools. • On going work to review policies and swift responses to disclosures in newsletter.
The pressures of COVID impacted on the health & wellbeing of the education workforce	<ul style="list-style-type: none"> • An Education Staff Self Care Guide developed • A dedicated Education Staff Wellbeing page now available promoting and supporting staff wellbeing • Reflective Supervision for DSLs pilot launched in January 2021 • Discussions underway to develop health and wellbeing support for Head Teachers
Criminal exploitation of children remains a local concern	<ul style="list-style-type: none"> • A task and finish group established to explore Children Missing Education (CME) and families involved in exploitation (CE) for a more coordinated response • The refreshed threshold document now captures contextual safeguarding outside of the family home and recognises the associated risks. • Slough Violence Taskforce has critical work streams to address serious violence in Slough and provide coordination to a range of interventions with TVP -Violence Reduction Unit
Schools expressed growing concerns around parent's own needs including understanding risk in their children, setting clear boundaries and socio-economic factors impacted from COVID	<ul style="list-style-type: none"> • School Health & Wellbeing Project resource page includes websites and sources of information, advice and guidance for parents and carers to help them support their children's mental and emotional wellbeing. • Evidence based parenting programmes will be delivered from the summer term. Triple P for children, teens and incredible years programmes will include group and 121 session https://www.incredibleyears.com/ • Dedicated page for parental support on Family Information service www.sloughfamilyservices.org.uk

Definition of Peer-on-Peer sexual abuse

- **sexual violence, such as rape, assault by penetration and sexual assault**
- **sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse**
- **upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm**
- **sexting (also known as 'youth-produced sexual imagery')**

There were a wide variety of behaviours that children and young people told Ofsted happen online. These include:

- receiving unsolicited explicit photographs or videos, for example 'dick pics'
- sending, or being pressured to send, nude and semi-nude photographs or videos ('nudes')
- being sent or shown solicited or unsolicited online explicit material, such as pornographic videos

Typical platforms for sharing material between peers tended to be WhatsApp or Snapchat.

The problem

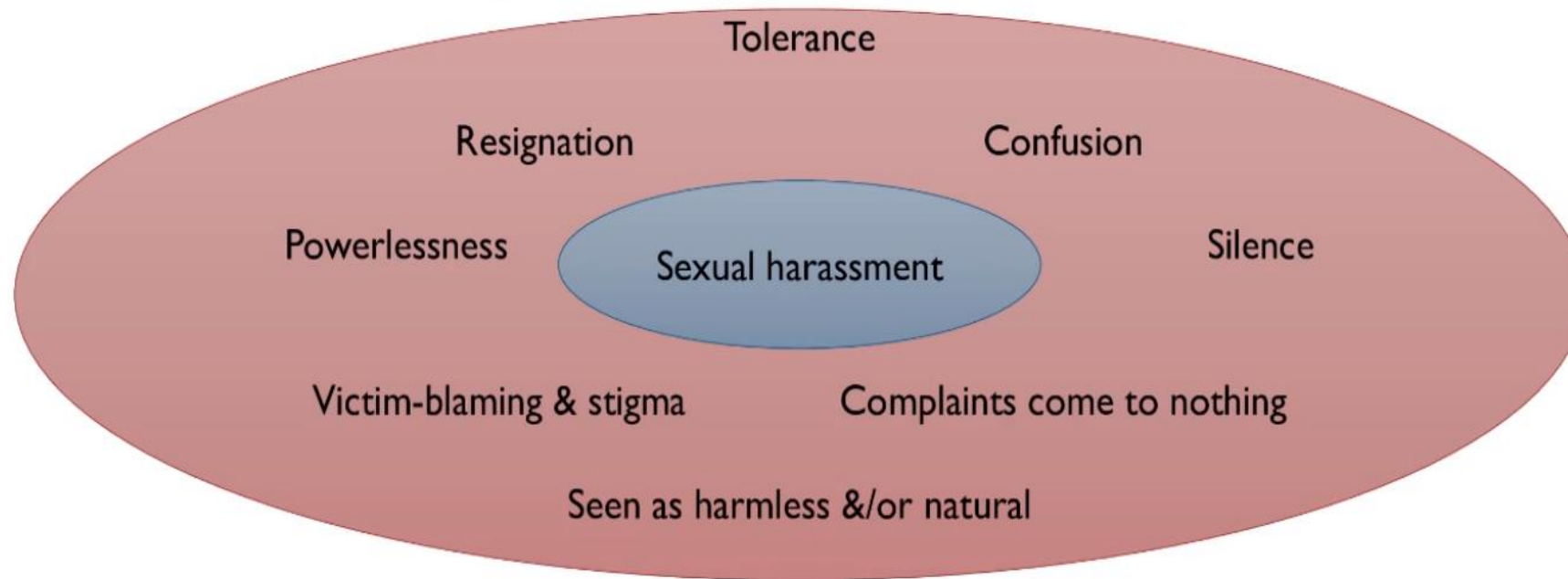
‘Unwanted conduct of a sexual nature which has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment’

For example:

- Uninvited sexual comments & innuendo (often defended as jokes, banter)
- Sexual acts in an inappropriate place
- Objectifying behaviour e.g. ratings
- Non-consensual sharing of images
- Forced exposure to pornography
- Pressurizing someone for sexual contact
- Using sexual words to insult someone
- Uncomfortable staring
- Uninvited touch
- Uninvited sexual gestures & noises

Equality Act (2010)

A cultural & systemic issue



- School cultures that tolerate sexual harassment have negative impacts on students in and of themselves
- When schools name & respond to the problem, and take preventative action, students feel happier, safer & respected

Impact



- Dripping tap
- Broken window
- Beyond 'victims'
- Rights

Why is this problem endemic?

The porn industry and others who push harmful sexual scripts, sexism & objectification for profit

- Adolescents exposure to porn predicts sexual harassment of their peers at later points in time
- Porn also increases objectification & wider unethical behaviour
- And it increases sexual preoccupation

Gender norms / 'traps'

- *Restricting & negative pressures on boys & girls*
- For boys, a focus on sex drive, conquest, entitlement, and restricted emotion & lack of vulnerability
- For girls, a focus on appearance, and various contradictions around sexuality, emotion & agency

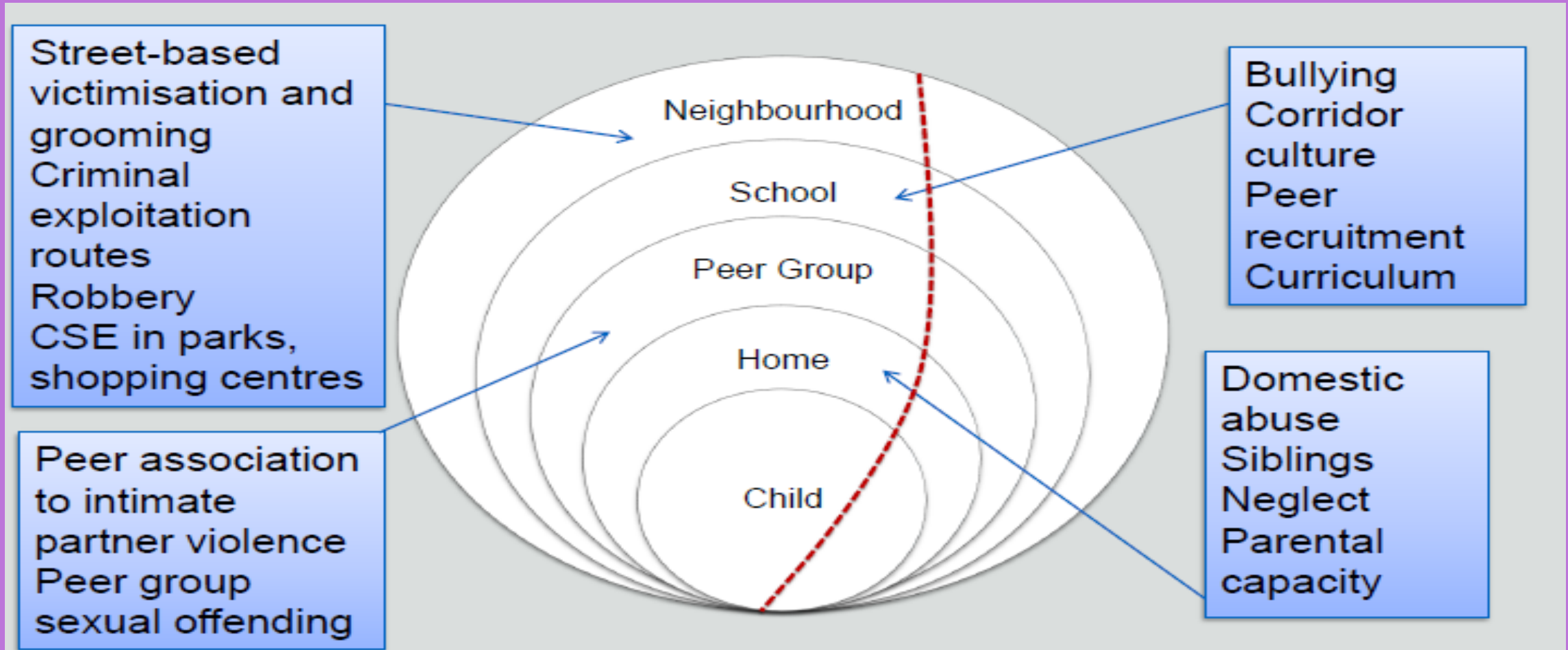
Barriers to naming & responding to the problem

- Narratives & notions that stigmatize & shame both students & schools who name the issue
- Distressing to face
- Lack of knowledge about what to do
- Limited time, support & resources
- An accepting societal status quo; sexism

Societal silence around positive sexuality

We are lacking rich descriptions and portrayals of ethical & fulfilling sexual connections

Contextual nature of adolescent vulnerability and safety



Links to Contextual Safeguarding

Harmful sexual behaviour

‘Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult.’

Figure 1. Definition: Sexual behaviours across a continuum

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> - Developmentally expected - Socially acceptable - Consensual, mutual, reciprocal - Shared decision-making 	<ul style="list-style-type: none"> - Single instances of inappropriate sexual behaviour - Socially acceptable behaviour within peer group - Context for behaviour may be inappropriate - Generally consensual and reciprocal 	<ul style="list-style-type: none"> - Problematic and concerning behaviour - Developmentally unusual and socially unexpected - No overt elements of victimisation - Consent issues may be unclear - May lack reciprocity or equal power - May include levels of compulsivity 	<ul style="list-style-type: none"> - Victimising intent or outcome - Includes misuse of power - Coercion and force to ensure victim compliance - Intrusive - Informed consent lacking or not able to be freely given by victim - May include elements of expressive violence 	<ul style="list-style-type: none"> - Physically violent sexual abuse - Highly intrusive - Instrumental violence that is psychologically and/or sexually arousing to the perpetrator - Sadism

Source: Hackett, S, ‘Children, young people and sexual violence’ in ‘Children behaving badly? Exploring peer violence between children and young people’, 2010.

Key Ofsted findings

- The review found that issues around sexual abuse and harassment are “so widespread that they need addressing for all children and young people”
- For some young people, sexual abuse and harassment is so commonplace, that they see no point in reporting it
- Children and young people were rarely positive about the relationship and sexual education (RSE) they had received
- There may be a lack of awareness among teachers that abuse is happening
- Online sexual abuse is prevalent and group chats are a problem
- Boys are less likely to be aware of the problems than girls
- Girls and boys perception differed
- Young people are learning more from pornography than RSE
- Sexualised and homophobic language is commonly used
- Children report that teachers “do not know the reality” of their lives

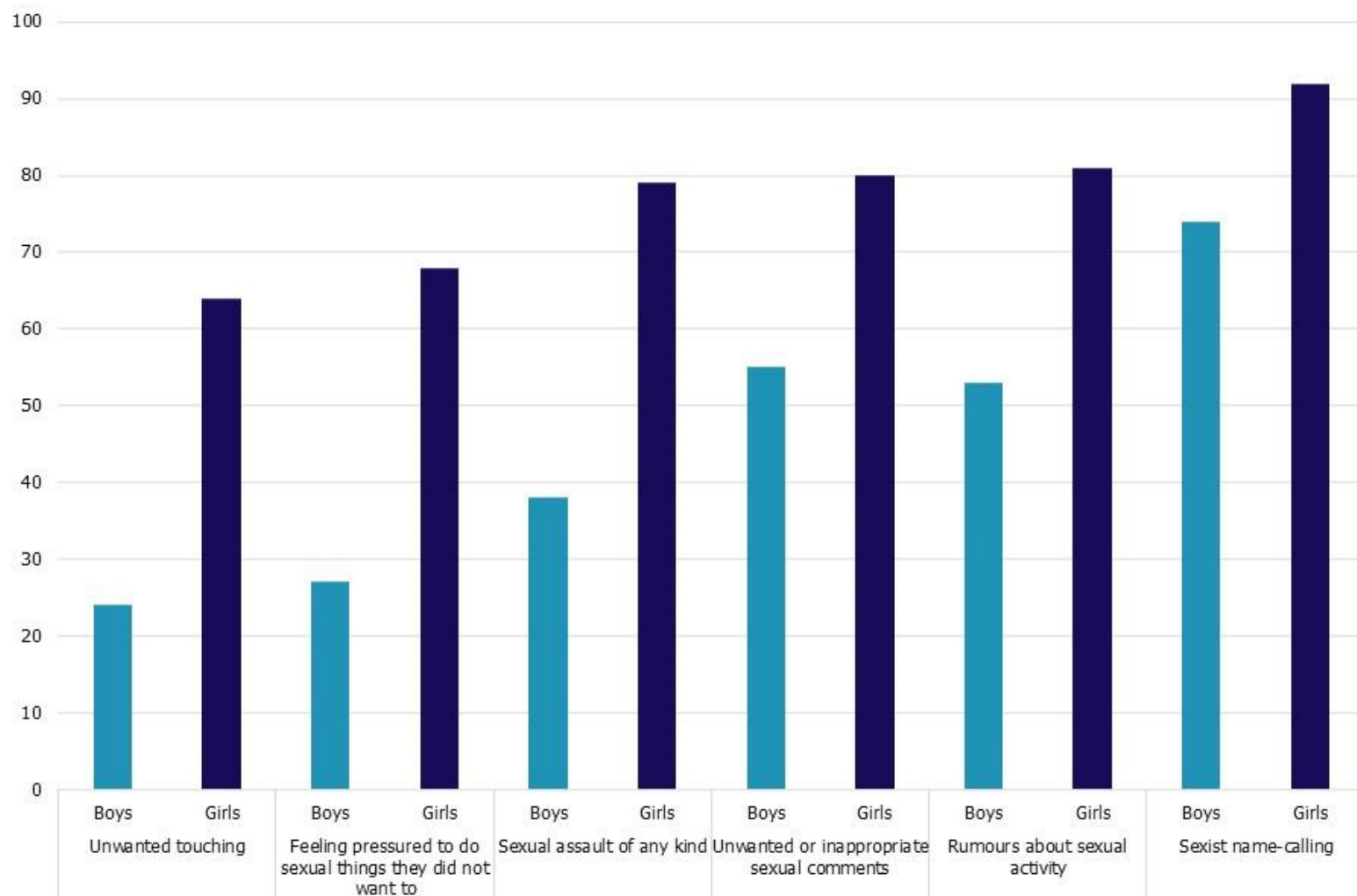
Lack of reporting

- Children often don't see the point of challenging or reporting this harmful behaviour because it's **seen as a normal experience**. Pupils said adults often don't realise the prevalence of sexual harassment that occurs both inside and outside school. They spoke of teachers not 'knowing the reality' of their lives.
- Many teachers and leaders consistently underestimate the scale of these problems. They either didn't identify sexual harassment and sexualised language as significant problems, they didn't treat them seriously, or they were unaware they were happening. Many treated it as 'banter'. Girls in particular reported being regularly sent explicit pictures by boys and routine name-calling, sexual comments and objectification.
- Sexual violence typically occurs in unsupervised places outside of school, but some incidents do occur in crowded corridors and school buses.

Lack of reporting

- Children told our inspectors that they didn't always want to talk to adults about sexual harassment for a variety of reasons, including concerns about 'reputational damage' or being socially ostracised. They also worried about not knowing what would happen next once they reported an incident, and about potential police involvement.
- Inspection evidence showed that 48% of schools had no data about sexual harassment and violence, 46% had a 'nil', and 6% had evidence to show. Inspectors did not routinely follow up on this data.

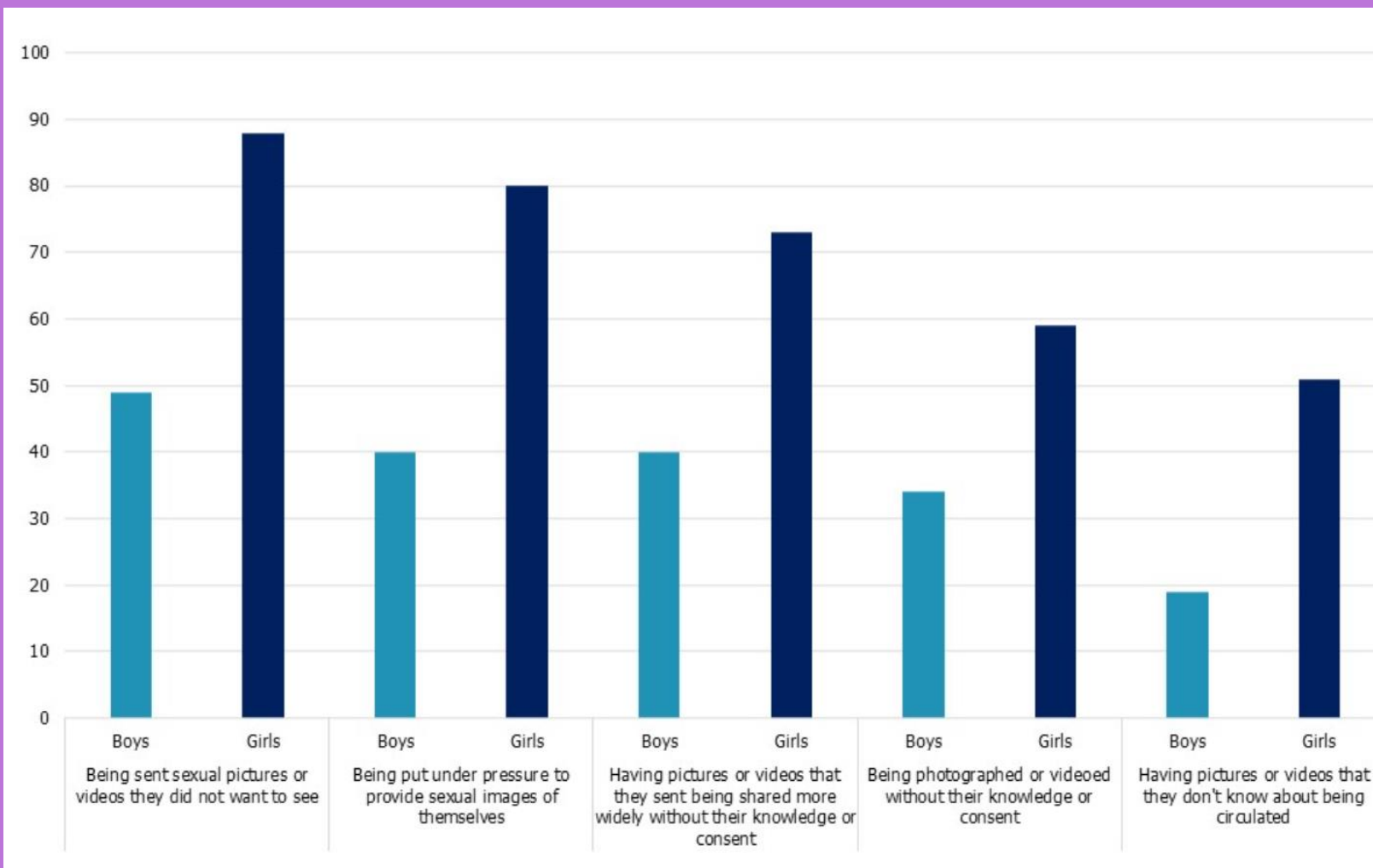
Children, young people and professionals views about sexual harassment and violence between peers



	Boys	Girls
Unwanted touching	24	64
Feeling pressured to do sexual things they did not want to	27	68
Sexual assault of any kind	38	79
Unwanted or inappropriate sexual comments	55	80
Rumours about sexual activity	53	81
Sexist name-calling	74	92

Figure 2. These things happen 'a lot' or 'sometimes' between people my age (%)

Children, young people and professionals views about sexual abuse between peers online



	Boys	Girls
Being sent sexual pictures or videos they did not want to see	49	88
Being put under pressure to provide sexual images of themselves	40	80
Having pictures or videos that they sent being shared more widely without their knowledge or consent	40	73
Being photographed or videoed without their knowledge or consent	34	59
Having pictures or videos that they don't know about being circulated	19	51

Figure 3. These things happen 'a lot' or 'sometimes' between people my age (%)

Teaching about relationships and sex education

- Most children felt that the relationships, sex and health education (RSHE) they received didn't give them the information and advice they needed to navigate the reality of their lives.
- Girls were frustrated that there wasn't clear teaching of what constitutes acceptable and unacceptable behaviour, and many had turned to social media or their peers to educate each other. One female pupil told inspectors, 'It shouldn't be our responsibility to educate boys'.
- Many teachers said they don't feel prepared to teach outside their subject specialism, or lack knowledge on topics like consent, healthy relationships and sharing of sexual images. In a few schools, leaders did not value the importance of RSHE. Insufficient time was given to the subject and curriculum planning was very poor.

Teaching about relationships and sex education

- Young people who were victims of sexual harassment often wanted a pastoral or supportive approach rather than a punitive one. They were also often worried about who the information would be passed on to and what would happen next.
- Young people don't use the same words as teachers e.g. sexting.
- In an attempt to tackle issues in the school, young people felt that a common response was to have a whole school assembly, but this often made the matter worse as it set the 'rumour mills' going.
- One pupil said reporting it only made things worse as you often get taken out of lesson which leads to everyone asking you about it when you get back.

Partnership working

- Local safeguarding partners (LSPs) had varying levels of oversight of the issues for children and young people in their area. Some were working closely with schools to understand children's experiences. However, a small number told us that sexual harassment was not a significant problem for schools and colleges in their local area, which isn't plausible. It was clear that effective joint working between LSPs and all schools and colleges was not happening consistently.
- It was found that there was insufficient guidance for schools on how to deal with out of school incidents and police investigations, especially those that result in no further action.
- DSLs were aware of how to categorise harmful sexual behaviour on a continuum but other staff were not.

Ofsted recommendations

- School and college leaders should develop a culture where all kinds of sexual harassment are recognised and addressed, and not acceptable.
- Improvements to record-keeping and analysis of incidents of sexual harassment and sexual violence incidents.
- The RSHE curriculum should be carefully sequenced with time allocated for topics that children and young people find difficult, such as consent and sharing explicit images (nudes).
- Schools and colleges should provide high-quality training for teachers delivering RSHE. There should also be improved training for all staff and governors to improve their awareness of these issues, to understand definitions and how to uphold standards.
- Improved engagement between multi-agency safeguarding partners and schools.

Ofsted's Recommendations

Better RSHE teaching about sexual harassment and sexual violence, including online abuse.

Routine record-keeping and analysis of sexual harassment and sexual violence, including online.

Reinforce a culture where sexual harassment and online sexual abuse are not tolerated.

Schools and Local Safeguarding Partners to work better together.

Better support for DSLs, including protected time.

Training for staff and governors to understand definitions and uphold standards.

Government Response



**'Encourage'
INSET time for
SVSH and RSHE**



**Support 500
DSLs**



**Work with tech
companies on
prevention**



**Be clearer in RSHE
about sharing
images online and
consent**



**Using language
pupils recognise in
statutory guidance**



**Continue to fund
the NSPCC
helpline**

How can schools help to tackle it?

1. **See & name** the problem (define, assess, map, understand)
2. **Tackle** it's contributors
3. **Deter** (sanctions & new narratives)
4. **Nurture** & nourish core 'goods', such as values, autonomy & positive sexuality
5. **Support** those affected, including easy ways to disclose & protective responses

So what schools should be thinking about?

To help you understand the extent of the issue within your setting you need to seek transparency in reporting and recording of incidents of sexual assault, rape and sexual harassment you should consider these key points/questions.

- Is peer on peer abuse recognised by staff in your setting? What is the response and how do staff refer such cases? What will you do differently moving forward in training and CPD?
- What is the pupil's experience? Do pupils feel safe? Where are your hotspot's in school? Map these and think about what can you do to reduce activity in these hotspots in your setting? What does your RSHE curriculum look like? DO teachers feel comfortable delivering the curriculum?
- Seek transparency through your data and trends reported. What does your data tell you? Are there any issues / challenges? How will you capture peer on peer abuse moving forward? Think about your recording systems.
- You may want to consider a dedicated task group with SLT, Safeguarding governor and IT colleagues to look in more detail about your school data, trends, and responses to peer on peer abuse cases.
- You may want to write to your pupils' parents about the national picture on peer and peer abuse and offer assurances that this is taken seriously; what you are doing in your school/college and share the NSPCC helpline number

Beyond Referrals: Next steps

The contextual safeguarding network has a good self assessment toolkit to help you review your procedures and practice in your setting.

[Beyond Referrals - Schools \(csnetwork.org.uk\)](http://csnetwork.org.uk)

1. What is the ethos of your school/college?
Ensure you capture your school context.

2. Update your safeguarding policy with clear responses on how you will handle sexual harassment, sexual assault and ensure it is uploaded on your website asap.

3. Ensure your staff understand their part in responding to peer on peer abuse swiftly and appropriately and reporting methods are clear

4. Develop your curriculum to ensure they help YP develop healthy and respectful relationships

5. Ensure young people know how to report and feel confident in your response

More guidance is due from DfE: KCSIE update over the summer

Beyond Referrals: levers for addressing harmful sexual behaviour in schools

School Self-Assessment Toolkit & Guidance

Start by downloading the self-assessment traffic light tool for schools.



Guidance

[Download](#)



Updated Toolkit

[Download](#)



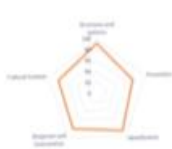
Toolkit Template

[Download](#)



Completed Toolkit Example

[Download](#)



Beyond Referrals: Scorecard

Use this scorecard to record assessment scores for your school and print reports.

School Self-Assessment Methods

Completing your self-assessment requires using a range of methods from speaking with students, staff and parents, to reviewing policies and procedures and safeguarding logs. For complete guidance on how to do this, including templates, download and use the following guides:



Student Engagement

How do you include student experiences? Sample lesson plans, consent forms and guidance.

[Download](#)



Hotspot Mapping Guidance

Guidance to support our hotspot mapping video, including a consent form and example discussion questions.

[Download](#)



Student Survey Guidance

Guidance to support our template student survey for identifying harmful sexual behaviour

[Download](#)

Webinar Guide on Student Engagement

In this webinar Jo Walker, discusses the value of running engagement sessions with students.



Video Guide on Hotspot Mapping

Video guidance on how to conduct hotspot mapping with young people to assess the physical environment and safety of the school.



Student Survey Template

Use our student survey or make your own.

[Download](#)



Staff Engagement Guidance

Guidance on how to engage staff in a focus group with questions and template

[Download](#)



Reviewing Behaviour Logs

A guide and template for reviewing behaviour and safeguarding logs.

[Download](#)



Parent Survey Guidance

Guidance to support our template parent survey for engaging parents in relation to the school's approach to harmful sexual behaviour.

[Download](#)



Reviewing Policies and Procedures

What to look for when reviewing policies and procedures!

[Download](#)

Reviewing Safeguarding and Behaviour Logs in Schools

In this webinar, Jenny Lloyd outlines how to carry out reviews of school behaviour and safeguarding logs to review how schools are recording, recognising and responding to HSB.

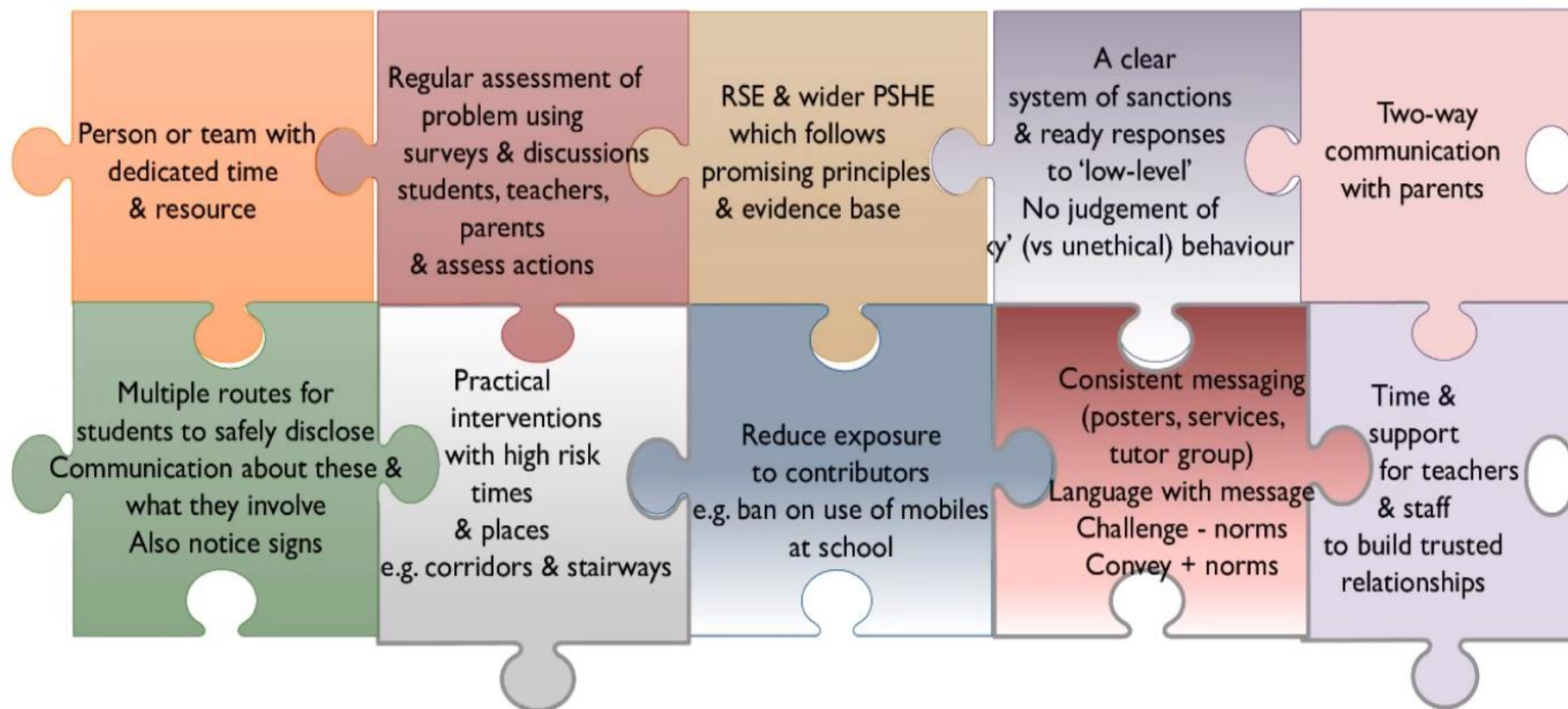


Parent Survey Template

Survey questions ask about the level of communication and relationship parents have with the school on harmful sexual behaviour

[Download](#)

Some pieces of a whole-school approach



See Beyond Referrals toolkit from the Contextual Safeguarding Hub for further guidance

Wider programmes and initiatives in Slough

- Peer on Peer abuse Task and Finish Group set up to pull together a range of workstreams through the Safeguarding Partnership
- Contextual Safeguarding team operational in SCF to manage referrals from intra familiar abuse
- Safer streets bid submitted for funding to work with wider partners on open spaces, parks, buses where children have reported they feel unsafe.
- To support and upskill teachers with resources and the confidence to deliver effective RSHE curriculum through PHSE networks
- Support to DSL's to recognise, record and manage cases of peer on peer abuse more effectively
- A YP led communications plan which will be developed and launched on social media by YP for YP
- Exploring Peer led co production and possibly some theatre productions

Action Plan:

- Audit current data. Set up systems to capture peer on peer abuse
 - Survey pupils (and parents)
 - Plot the school site and local area for hot-spots
 - Set up pupil groups and use the Ofsted format described in the report
 - Review CPD programme to ensure that sexual harassment and sexual violence is covered in detail
- Ensure that governors have a full understanding of the issues, so that they can ask relevant questions
- Review the available sanctions with a view to being able to add clarity to responses to relevant behaviours (*possible discussion with pupils to take their views into account*)
 - Develop a clear flowchart with next steps to respond to incidents of sexual harassment or violence; or online sexual abuse
 - Ensure that pupils are clear about the next steps when an incident is reported
 - Create a clear action plan with activities, responsibilities and timescales
 - Review RSHE curriculum and training for teachers delivering the curriculum.

Resources

- Ofsted Review – Full Report [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682222/Ofsted-Review-2019-2020-Review-of-sexual-abuse-in-schools-and-colleges.pdf)
- Everyone's Invited - [Everyone's Invited Challenge — Untitled \(everyonesinvited.uk\)](https://www.everyonesinvited.uk/)
- Contextual Safeguarding – Beyond Referrals toolkit - [Beyond Referrals - Schools \(csnetv](https://www.csnetv.org.uk/)
- [Sexual violence and sexual harassment between children in schools and colleges - GOV. \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682222/Ofsted-Review-2019-2020-Review-of-sexual-abuse-in-schools-and-colleges.pdf)
- Summary of the Ofsted Review from NSPCC [Review of sexual abuse in schools and colleges \(nspcc.org.uk\)](https://www.nspcc.org.uk/what-we-do/our-work/sexual-abuse-in-schools-and-colleges/)
- Contextual Safeguarding Team (Slough Children First) – Can be accessed through a MARF and/or speak to Jennifer.Cail@sloughchildrenfirst.co.uk | 01753522702

Sexual violence and sexual harassment between children in schools and colleges

Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads

May 2018