Ofsted review of sexual abuse in schools and colleges

Rounded picture of safeguarding: **Culture**
supported by
  ➢ behaviour/attitudes
  ➢ practice
  ➢ training
  ➢ policy
  ➢ PD
  ➢ RSHE
  ➢ how to manage
  ➢ how to help
  ➢ how to identify
  ➢ other safeguarding concerns
  ➢ sexual harassment / violence

When preparing, look at Safeguarding Policy – up to date? RSHE Policy, Personal Development within school, Pastoral development, Pupil activities

Language and framing
Definition: sexual behaviours across a continuum
Normal
  ➢ developmentally expected
  ➢ socially acceptable
  ➢ consensual, mutual, reciprocal
  ➢ shared decision-making
Inappropriate
  ➢ single instances of inappropriate sexual behaviour
  ➢ socially acceptable behaviour between peer group
  ➢ context for behaviour may be inappropriate
  ➢ generally consensual and reciprocal
Problematic
  ➢ 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
Abusive
  ➢ 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
Violent
  ➢ 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

Graphs

Victims' voice and reporting

The review found

> ➢ children and young people told us they were unlikely to talk about sexual abuse, especially things they consider to be commonplace
> ➢ professionals largely underestimate the scale of the problem. In many schools, sexual harassment is largely unrecognised or unchallenged by school staff
> ➢ schools and colleges are dealing with incidents as required. However, a wider cultural shift is required to tackle sexual harassment and online abuse.
> ➢ schools and colleges cannot do it all. Issues in wider society, such as online abuse, need to be tackled more broadly.

'Boys talk about whose "nudes" they have and share them among themselves – it's like a collection game'

'Sometimes if you report something in school everybody quickly knows about it. A teacher takes you out of a lesson. Everyone is like, "What was that about?" when you come back into the classroom'

Whole school approaches: some emerging good practice

Some schools and colleges

> ➢ analyse **trends in the data** to spot emerging patterns that might need an early response
> ➢ use **focus groups** of pupils
> ➢ ensure there are a variety of adults to speak to and that DSLs have good support structures around them
> ➢ have lead **governors** who have a background in safeguarding. It is also vital to work closely with parents
> ➢ have created a '**What happens next**?' guide to help pupils understand what might happen next

Frameworks and guidance

The review found:

> ➢ Ofsted inspectors have good knowledge of government safeguarding guidance. They use to determine the questions they will ask on inspection
> ➢ Ofsted inspections require schools to provide information about sexual violence and harassment. 6% provided evidence, 46% nil responses and 48% no records. Records of follow up could be better
> ➢ ISI inspectors have a good knowledge of government guidance and careful pre-planning but could consider the RSHE curriculum further and evaluate a wider range of evidence on inspection

Recommendations

1. Schools and colleges should:
    > ➢ create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people
    > ➢ in order to do this, they should assume that sexual harassment and online sexual abuse are happening their setting, even when there are no specific reports, and put in place a whole-school approach to address them

2. This whole school and college approach should include
   - a carefully sequenced RSHE curriculum and high-quality training for teachers delivering RSHE
   - routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
   - a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
   - working closely with Local Safeguarding Partners
   - support for DSLs, such as protected time in timetables to engage with LSPs
   - training to ensure that all staff (and governors, where relevant) are able to:
     - better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
     - identify early signs of peer-on-peer sexual abuse
     - consistently uphold standards in their responses to sexual harassment and online sexual abuse

EYFS: Curriculum – are children safe if online? Personal development is key, rather than sexual harassment or violence.