

ROYAL ALEXANDRA & ALBERT SCHOOL



INAPPROPRIATE SEXUAL BEHAVIOUR POLICY

The Governors and staff at The Royal Alexandra and Albert School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all pupils and staff within the community.

The policy applies to **all** staff & pupils

Governors' Committee Responsible: Pupil Matters Committee
Governor Lead: Chris Green; Chair of Pupil Matters Pastoral
Nominated Lead Member of Staff: Mark Skidmore; Deputy Head – Pastoral & Boarding
Status & Review Cycle: Three years

Last Action	Approved by Governors	6 November 2018
Next Action	Review	November 2021

1 Inappropriate Sexual Behaviour

1.1 Any sexual behaviour between opposite or same sex pupils which is deemed inappropriate should be reported to the Deputy Head – Pastoral and Boarding.

1.2 Issues of Confidentiality

- 1.2.1 If staff discover that there is affectionate behaviour being displayed, such as low level hugging or kissing, then it is recommended that students are reminded of what is socially acceptable in the school and the information of activity should be passed to the Head of House or Head of Year in the first instance. In addition, the location of students whilst being intimate also has a bearing on potential action (e.g. in secluded parts of the school, out of bounds and in buildings outside of normal time). Furthermore, if staff discover that there is affectionate behaviour being displayed such as hugging and kissing ostentatiously or there is some form of sexual activity going on, this must be passed immediately to the Deputy Head – Pastoral and Boarding and/or the Safeguarding Team.
- 1.2.2 If any information is given to staff from a third party about a student being involved with sexual activity, at any time on school grounds or whilst within our care, this too needs to be passed on immediately to either the Deputy Head – Pastoral and Boarding or the Safeguarding Team. A decision will then be taken, possibly in consultation with the relevant parties, as to what, if any, further action needs to be taken.
- 1.2.3 However, the level of confidentiality with medical staff is entirely different and they have no responsibility to pass anything on unless someone is in danger of abuse e.g. forced activity, age inappropriate or physically harmful behaviour. See Confidentiality Policy.

1.3 Stages of Management

If any stage has been reached and dealt with yet the same behaviour is subsequently repeated, the sanction would automatically move on to the next stage.

In conjunction with the sanctions below, at all stages there will be advice given to students on the possible dangers to health and reputation commensurate with the level of behaviour and age of the child.

1.3.1 STAGE ONE (Amber)

Examples – Behaviour such as repeated public displays of affection, overly affectionate behaviour being displayed, the touching of private parts through clothing and any inappropriate sexual comments. This often is an act of silly behaviour between pupils but can be offensive if the person receiving it is unhappy about it. In addition, any sexualised comments would come within this stage.

Sanction - would be a verbal warning to all parties with a record kept by the Deputy Head – Pastoral and Boarding and communication with parents.

1.3.2 STAGE TWO (Orange)

Examples - Overly affectionate sexual behaviour, inappropriate touching but it would be physical skin contact in some way (there would be no layer of clothing between), sexual comments/suggestions and looking at sexual images. *It also includes a repeat of Stage One behaviour.*

Sanction- could be a warning letter to the pupil with a copy being sent to the parents and recorded and the possibility of some form of low-level sanction, including loss of computer privileges if appropriate.

1.3.3 STAGE THREE (Blue)

Examples – Sexual acts (excluding sexual intercourse) such as masturbating in the view of others, grossly inappropriate sexualised behaviour (verbal or physical) and the taking of and/or distribution of sexual images.

It would also include a repeat incident following on the lines of Stages One and Two.

Sanction - could be an internal or fixed term exclusion- the number of days being decided in each individual case. That decision would be based on any past history of inappropriateness or other misbehaviour.

1.3.4 STAGE FOUR (Red)

This may include oral sex, penetrative sexual intercourse, sexual exploitation or serious sexual abuse in the school buildings, school grounds, while within our care or when it impacts upon the wellbeing of a pupil within our care. It could be that this will have been reported by a witness, seen by staff or admitted by pupils. Also the taking of and/or distribution of offensive sexual images.

This stage may also include repeats of behaviour from the first three stages.

Sanction - this could lead to fixed term exclusions or permanent exclusion. In the case of students being found to have had sexual intercourse, both parties may be permanently excluded.

1.4 Guidelines

- 1.4.1 If behaviour is assessed as “appropriate” or “normal” sexual behaviour which is age appropriate then there should be no further action in the first instance, but if repeated, follow the stages above.
- 1.4.2 If behaviour is assessed as being inappropriate but not abusive (behaviour consensual, no marked power differential, no indication of any coercion) follow the stages above.
- 1.4.3 If the school becomes aware that a child is displaying inappropriate sexualised behaviour, an assessment should be made as to whether or not the behaviour is abusive. Staff should discuss the behaviour with the parents and plan a management strategy to address the behaviour. Consideration might also be given to supporting parents/carers in making a referral to another agency. When assessing child to child behaviour, the needs of both young people must be taken into consideration as both may be ‘children in need’ and a referral to Social Care, with consent of parents for an assessment of need may be considered.

- 1.4.4 If the behaviour is inappropriate but not thought to be abusive, the school should speak to the parent or carer to devise a consistent strategy to manage the behaviours, eliminate any medical reasons underpinning the behaviours, and consider a possible referral to other agencies (e.g. CAHMS, Educational Psychologist, and Assessment Consultation Therapy (AST)).
- 1.4.5 If the behaviour is thought to be abusive, a discussion should take place with the M.A.S.H. to determine next steps – e.g. informing parents, investigation, and Police involvement.
- 1.4.6 If behaviour is assessed as being inappropriate and a possible indication that the child might be experiencing child sexual abuse, then staff should discuss the incident with Social Services in order to determine next steps. This could result in the school making a Child Protection referral to the M.A.S.H. (Section 47) using the Multi-Agency Referral Form.
- 1.4.7 If behaviour constitutes an offence, staff should discuss with the parents/carers of the child alleging assault and support them if they wish to make a formal complaint to the police. Staff will need to decide if the incident is so serious that they need to inform the police and decide when to speak with the parents/carers of the young person who instigated the behaviour.

Flow Chart of Procedures on the Assessment and Management of Inappropriate or Sexualised Behaviour

