

# Risk Assessment

**The Task/ Activity/ Environment being assessed is: Sexual violence and Harassment, Child on child, harmful sexual behaviour**

(Further detail is captured in the Background and Context description below)

## Section 1:

<b>Date of Assessment:</b>	<b>MAT/Establishment/Section/Team:</b>	<b>Review date:</b> (Complete once the action plan section below is addressed)	
<b>Assessed by:</b> Angharad Davies – DSL / SENCO	1. Holymead Primary School	Date:	9/12/22
	2.		
	3.		
	4.		
<b>Staff signatures:</b> <b>I/We have read and understood this RA and our role in its implementation.</b>	1. A Davies	Date:	9/12/22
	2. K Slatcher		9/12/22
	3.		
	4.		

## Background, Context & References:

[Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**Sexual violence and harassment can, and does taken place between children.** When referring to sexual violence and harassment in this risk assessment this is in the context of child on child (peer on peer) sexual violence.

References to sexual violence refer to sexual offences under the Sexual Offences Act 2003<sup>14</sup> as described below:

**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. (Schools 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. (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, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time an activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

#### Sexual consent

- 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.

#### Sexual harassment

For the purpose of this risk assessment, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

## Section 2:

What is the <b>Task/Activity or Environment</b> you are assessing?	What <b>Hazards</b> are present or may be generated? (Use a row for each one identified)	<b>Who</b> is affected or exposed to hazards?	What <b>Severity of Harm</b> can reasonably be expected? (See Table 1)	What <b>Precautions (Existing Controls)</b> are already in place to either Eliminate or Reduce the risk of an accident happening?	What <b>Likelihood</b> is there of an accident occurring? (See Table 1)	What is the <b>Risk Rating</b> ? (See Table 2 and 3)
Child on child Sexual violence and Harassment	School policy and procedures do not reflect current DfE guidance and associated legislation.	Pupils	Serious	School safeguarding Policy updated to reflect requirements set out in Keeping Children Safe in Education 2022 and Sexual violence and harassment between schools and colleges; advice for governing bodies (September 2021)	Low	<b>Low</b> risk rating
	<p>DSL/Deputies not given the training, resources, support and guidance to manage the school's response to sexual violence and sexual harassment.</p> <p>Staff underestimate the prevalence of sexual harassment or violence including that occurring online.</p> <p>Staff do not recognise the 'signs and symptoms' of sexual violence and sexual harassment in affected pupils.</p>	Pupils	Serious	<p>Comprehensive training programme in place for all staff to ensure that all staff (and governors, where relevant) are able to:</p> <ul style="list-style-type: none"> <li>• Better understand the definitions of sexual harassment and sexual violence, including online sexual abuse;</li> <li>• Identify early signs of child-on-child sexual abuse.</li> <li>• Consistently uphold standards in their responses to sexual harassment and online sexual abuse</li> </ul> <p>Staff with specific safeguarding responsibilities ie: DSL/ DDSL etc have accessed specialist training and are able to update this on a regular basis. Ongoing opportunities are available for 'refresher training,' sharing of best practice</p>	Low	<b>Low</b> risk rating

				etc on a regular basis so that the subject remains pertinent to all staff.		
	Poor information sharing within school compromises pupil safety and well being.  Patterns of abuse are not reviewed.	Pupils	Serious	A single point of contact coordinates information sharing between different departments and curriculum areas.  Use of CPOMS (or similar) to record concerns.  Routine record-keeping and analysis of sexual harassment and sexual violence, including that occurring online is used to record concerns/ incidents and actions taken. This supports the identification patterns and early intervention to prevent abuse occurring.	Low	<b>Low risk rating</b>
	Poor information sharing between partners compromises pupil safety and wellbeing.	Pupils	Serious	Robust links are in place between relevant partners (local authority, police, third sector organisations) co-ordinated in school by Mrs Davies, DSL  Leaders are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour.	Low	<b>Low risk rating</b>
	Pupils do not report harmful behaviour.	Pupils	Serious	Our school recognises that sexual harassment and online sexual abuse happens. A whole-school approach is in place to address them. This is set out within our Safeguarding Policy and our Behaviour Policy which includes sanctions when appropriate, to reinforce a culture	Low	<b>Low risk rating</b>

				<p>where sexual harassment and online sexual abuse are not tolerated.</p> <p>Staff have been trained to model respectful and appropriate behaviour. We prioritise building trusting relationships between adults and children.</p> <p>Pupils are made aware of what constitutes acceptable and unacceptable behaviour through the RSHE curriculum. This is reinforced through assemblies, tutor times etc.</p> <p>Sources of adult help within school are well publicised to pupils and their parents.eg: posters advising pupils of in school support and out of school are in place. Reference is made to this support during the course of assemblies, lessons, etc. This information is also included on the school website.</p> <p>Regular dialogue about the different forms of behaviour and likely responses to such behaviours mean that pupils are better informed to make decisions about reporting.</p>		
	Areas of the school are considered 'unsafe' by pupils.	Pupils	Serious	<p>Use of 'pupil voice' to establish any areas where pupils feel they are at risk. Immediate action to rectify this, either through improved maintenance, additional supervision etc.</p>	Low	<b>Low</b> risk rating

				Analysis of incidents to include location/ time etc. Take action to improve supervision if necessary.		
	Areas in the immediate vicinity of the school are considered unsafe by pupils.	Pupils	Serious	As above.  Increase supervision by school staff as required.  Liaise with police and other agencies as required.	Low	<b>Low</b> risk rating
	School transport is identified as a location (or potential location) for sexual harassment or violence.	Pupils	Serious	As above.  Liaison with transport provider.  Increase supervision by school staff as required.  We will make alternative arrangements to support pupils at risk or those who have experience sexual harassment or violence.	Low	<b>Low</b> risk rating
	RSHE curriculum does not meet the needs of young people.	Pupils	Serious	A well sequenced <u>RSHE</u> curriculum, based on the Department for Education's statutory guidance is in place. This includes: <ul style="list-style-type: none"> <li>• Sexual harassment and sexual violence, including that occurring online.</li> <li>• Time for open discussion of topics that children and young people indicated they find particularly difficult, such as consent and the sending of 'nudes'</li> </ul>	Low	<b>Low</b> risk rating

				<ul style="list-style-type: none"> <li>Coverage of local issues identified in conjunction with our pupils, their parents and other partners that are of concern.</li> </ul>		
	School ICT infrastructure and policies do not support pupil safety.	Pupils	Serious	<p>Description of unacceptable online behaviour that includes sexual harassment and violence is included within our ICT code of conduct/ acceptable use policy. This is cross-referenced to school policies for Safeguarding and Behaviour.</p> <p>Awareness raising about how child on child sexual abuse may manifest itself online included in staff training.</p> <p>Resources available to support young people (and their parents) in removing material posted online if necessary are well publicised and included on our website.</p>	Low	<b>Low</b> risk rating
	Inadequate response to reports of sexual violence and harassment place pupils at risk of harm.	Pupils	Serious	<p>Procedure set out within both school Safeguarding Policy and School Behaviour Policy to be followed.</p> <p>Staff are aware that any incidents or concerns must be reported to the DSL. immediately.</p> <p>Relevant multi-agency partners to be involved.</p> <p>Here police investigation takes place in liaison with school to ensure that the investigation is not compromised.</p>	Low	<b>Low</b> risk rating



				<p>Parents/carers of all parties to be informed unless detrimental to the pupil's safety.</p> <p>Safety Plan produced.</p> <p>Support for victim and perpetrator.</p> <p>Ongoing monitoring of the support system for both victim and perpetrator is having the desired effect.</p>		
	Governors are unable to provide appropriate support and challenge to the school.	Pupils	Serious	<p>Governors are included in training for school staff (or equivalent at a different time).</p> <p>Included within the remit of the Safeguarding Governor.</p> <p>Anonymised reports provided to the Governing Body as part of the Headteacher's Report or equivalent.</p>	Low	<b>Low</b> risk rating

## Action plan:

What is the Hazard you need to Control? (medium to high from the risk rating above)	What additional precautions do you need to either eliminate or reduce the risk to an acceptable level?	Who is responsible for implementing these controls?	Date to be implemented	Date completed


**Table 1: Definitions**

Potential Severity of Harm	Meaning of the harm description	Likelihood/Probability of Harm	Meaning of likelihood/probability
<b>Fatal/Major Injury</b>	Death, major injuries or ill health causing long term disability/absence from work.	<b>High (Likely/probable)</b>	Occurs repeatedly/ to be expected.
<b>Serious Injury</b>	Injuries or ill health causing short-term disability/absences from work (over three days absence)	<b>Medium (possible)</b>	Moderate chance/could occur sometimes.

<b>Minor Injury</b>	Injuries or ill health causing no significant long-term effects and no significant absence from work.	<b>Low (unlikely)</b>	Not Likely to occur
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**Table 2: Risk rating matrix: Potential severity of harm + Likelihood/ probability of Harm = Risk rating**

	High (Likely/Probable)	Medium (Possible)	Low (Unlikely)
Fatal/Major Injury	VERY HIGH	HIGH	MEDIUM
Serious Injury	HIGH	MEDIUM	LOW
Minor Injury	MEDIUM	LOW	LOW

**Table 3: Action required: Key to ranking and what action to take**

<b>VERY HIGH Risk</b>	STOP ACTIVITY! Take action to reassess the work/activity and apply reduction hierarchy before proceeding.
<b>HIGH Risk</b>	Action MUST be taken as soon as possible to reduce the risks and before activity is allowed to continue.
<b>MEDIUM Risk</b>	Implement all additional precautions that are not unreasonably costly or troublesome within an agreed timeframe. Reduce risk to a tolerable level.
<b>LOW Risk</b>	Monitor and review your rolling programme.