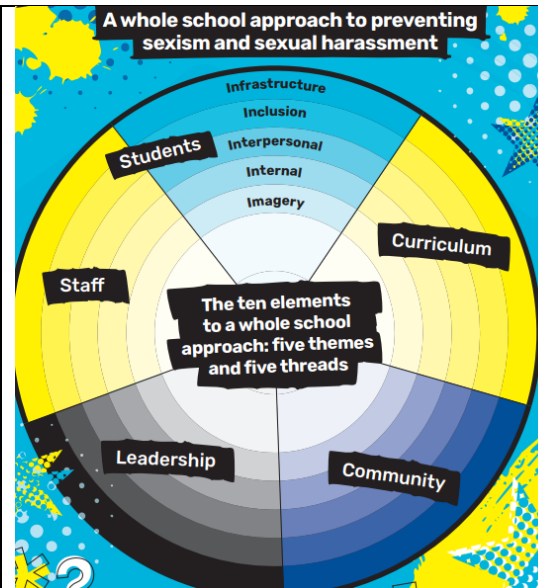


Whole School Approach to Sexual Harassment – AFS and CHMS

Key Aspect:	What this looks like in our schools:
Our Vision:	<p>AFS and CHMS we believe that all pupils have a right to be safe, healthy and happy. Therefore, the safeguarding of our pupils is everyone’s responsibility.</p> <p style="text-align: center;"><i>This belief drives and underpins all that we do in school.</i></p> <p>We are in the privileged position to offer support, advice and care to the whole school community and commit to working with our families and support agencies to achieve this, ensuring our pupils can flourish and live life in its fullness.</p>
How we provide visible senior leadership and oversight for SH.	<p>Principal: Angela Crawley DSL: Charlotte Hughes Senior DDSL: Rachel Evans DDSLs: Oliver Cooke, Amy Crowe, Amy Terry, Laura Bird, Sarah Mills, Adele Davies, James Legg Safeguarding Governor: Senior Mental Health Lead: Amy Crowe Online Safety lead: Behaviour and Wellbeing Leads: Tash Dutton, Beth and Kate Bates Mental Health First Aider for Children: Charlotte Hughes, Alison Kemp, Laura Bird Mental Health First Aider for Staff: Meg Pitt</p>

Whole School Approach to Sexual Harassment – AFS and CHMS



How our culture, ethos and environment is focused on ensuring SH is at the core of what we do:

“Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment...”

Keeping Children Safe in Education

Are staff accept: it could happen here. It’s now well understood that sexism and sexual harassment are prevalent in schools. Our approach addresses the behaviours of individuals and shift school culture. That leads us to a question, ‘what does a whole school approach to preventing sexism and sexual harassment look like, and how do we make it happen?’ This document outlines how to plan a whole school approach and breaks it down into five key elements: Within these, five essential threads should be considered: Leadership Infrastructure Staff Inclusion; Students Interpersonal ; Curriculum Internal ; Community Imagery ; Changing culture takes time, it’s a marathon ; not a sprint.

Whole School Approach to Sexual Harassment – AFS and CHMS

<p>The focus given within our curriculum to SH:</p>	<p>Every student should be supported to learn about sexism, to report incidents and to take action for equality. Run classroom activities on sexual harassment, gender stereotyping and sexist language. Make all students aware of the whole school action plan and sexual harassment policy – including how to report incidents.</p>
<p>How we ensure that all pupils have the opportunity to express their views and contribute to our SH Policy, systems and practice.</p>	<p>Worry boxes: Worry boxes are containers into which children can post their anxious thoughts. Children can find them soothing because they: give them a physical way of getting rid of their worries, so they don't need to carry them around anymore. make them feel safer by holding their anxious thoughts for them.</p> <p>Pupil voice through school ambassadors, and RSE and personal, social, health and economic (PSHE) lessons to start the conversation around: What sexism, sexual harassment and sexual abuse are / what peer-on-peer sexual abuse includes ; Why the current situation is unacceptable ; Clearly define what sexism, sexual harassment and abuse look like, as some pupils may not realise that what they've experienced is wrong, or that what they're doing is wrong.</p> <p>What we cover and the language we use depends on the age of the pupils we are teaching. Key Stage we focus on treating each other with respect, whereas in KS2 we discuss what consent is.</p>
<p>How our staff are supported and developed in relation to their knowledge of SH.</p>	<p>Safeguarding training and PSHE CPD provided to staff.</p>
<p>How we ensure our policies, procedures and practices are up to date and in line with the SH latest statutory guidance.</p>	<p>Half termly monitoring of procedures and policies. Trust termly peer review of safeguarding procedures. The Safeguarding and Child Protection policy is renewed and redrafted each academic year, in line with the changes made in KCSIE and other relevant documentation. Whole staff training then takes place annually to ensure all staff recognise the signs and report concerns.</p>

Whole School Approach to Sexual Harassment – AFS and CHMS

<p>How we work in partnership with parents and carers to promote SH.</p>	<p>We pride ourselves on developing professionally trusting relationships with our parents and carers, meaning we can carefully discuss, challenge, or hold to account for safeguarding concerns raised about their children.</p> <p>Parents and carers can come into school to discuss concerns, leading to early identification of need and therefore families being referred for the right support quickly. Parents and carers can also phone, email and use our online form to contact us.</p>
<p>How we contribute to the work of the Local Safeguarding Partners by working with other agencies to provide targeted support and ensure that we make appropriate referral to Children’s services and other agencies for pupils/students where necessary:</p>	<p>Our safeguarding and BWL teams regularly work with outside agencies to support our families and Local Safeguarding Partners. We also hold these agencies to account around the support they offer pupils.</p> <p>We regularly work with:</p> <ul style="list-style-type: none">WESTCAMHSWRASACYoung CarersPapyrusBranch project (Get Safe)Drive (Domestic abuse support)PCSO local teamREACH CIC