P21 Responding to the Ofsted Review of Sexual Abuse in Schools and Colleges (2021)

The 2021 Ofsted review of sexual abuse in schools revealed how prevalent sexual harassment and online sexual abuse are for children and young people and their reluctance to report incidents of abuse for a wide variety of reasons. The Review recommends that all schools act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports.

Specifically, the review found that:

- Nearly 90% of girls, and nearly 50% of boys, said being sent explicit pictures of videos of things they did not want to see happens a lot or sometimes to them or their peers

- Students reported that sexual harassment occurs so frequently that it has become "commonplace"

- 92% of girls, and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers

- Sexual violence typically occurred in unsupervised places outside of school, such as parties or parks without adults present

- Students do not want to talk about sexual abuse, even when the school encourages them to. They see the risk of being ostracised by peers or getting peers into trouble is not considered to be worth it. They worry about how adults will react, that they will not be believed, or that they will be blamed. They also think that once they talk to an adult, the process will be out of their control

- Students were rarely positive about their experience of RSE. They did not feel it equipped them with the information and advice they needed and therefore they often turn to social media and their peers to educate themselves and each other

- Some teachers and leaders underestimate the scale of the problem; even where there was a whole-school approach to tackling sexual harassment, professionals consistently underestimated the prevalence of online sexual abuse.

The Purcell School strives to be an open, tolerant and inclusive community in which sexual harassment and abuse will not be tolerated in any form. The School's Behaviour and Sanctions Policy, Peer on Peer Abuse Policy and Online Safety policy all outline how such incidents will be dealt with by the School; the School's RSE, PSHE Policy and wider Pastoral Curriculum outline how the School seeks to provide the necessary education to create a culture in which students feel safe, happy and healthy through a variety of opportunities both within the classroom and beyond.

Specifically, provision will include opportunities to learn about and discuss the following in an age appropriate way:

- Definitions of sexual harassment and how to recognise and report it

- Definitions of sexual abuse and how to recognise and report it

- How online activity (including the sending of "nudes") can be both harassment and abuse and the possible consequences of such action both within school and legally

- Definitions of consent

- How concerns are managed within school

The School will also provide a range of opportunities outside of the classroom to explore, discuss and contextualise the above and will also provide advice and guidance on how to manage an unwanted situation or incident of harassment and/or abuse "in the moment".

The School will ensure the following:

- That RSE is in embedded within the context of a wide ranging and high quality PSHE/Pastoral Curriculum both within the formal classroom and beyond

- That the Sixth Form are provided with significant opportunities for PSHE education through assemblies, the Sixth Form Personal Development Programme, a series of focussed sessions addressing consent, sexual harassment and sexual violence and engagement with external experts

- That SEN and EAL students are provided with additional support where necessary such that they are able to understand the concepts within their own contexts

- Opportunities for less formal exploration/discussion of such topics with a suitably qualified member of staff will be made available during boarding time

- That staff will listen carefully and objectively to the feedback of students when they talk and/or formally feedback about the content and/or quality of provision, making adjustments if and when necessary

- That those staff engaged in the delivery of PSHE and/or RSE have received training at an appropriate level

- That all staff are trained to better understand the definitions of sexual harassment and sexual violence (including online sexual abuse); identify early signs of peer-on-peer abuse; consistently uphold standards in their response to sexual harassment and online sexual abuse

- That records will be routinely analysed to identify patterns so that appropriate preventative interventions can be implemented

- That the School will continue to engage with its local service providers to ensure it remains up-to-date on all support available to those who are victims or perpetrate harmful

sexual behaviour

- This statement of response will be appended to the following policies and will form the basis of

Staff INSET training in January 2022:

- Child Protection/Safeguarding Policy

- PSHE Policy

- RSE Policy

The following policies have been updated to specifically reference the content of this statement of response:

- Behaviour and Sanctions Policy

- Peer-on-Peer Abuse Policy

- Online Safety Policy

Policy author / reviewer:	Policy date / review date:	Next review due:
Paul Bambrough	Autumn 2021	N/A

Response to Ofsted Review/New RSE Curriculum Action Plan

When	What	Who	Intention or Outcome/Impact
Autumn Term	Complete second stage of parent consultation on RSE policy	TB/PB	No parental concerns received; proceed on basis policy is accepted.
	Ensure greater visibility of Safeguarding Team	KC/SC	New poster campaign leading to greater awareness of who concerns can be reported to (CoG student interviews, October 21)
	Increase counselling provision	AW/NM	The significantly increased number of hours has enabled more students to share concerns; much better integration of counsellor and wider pastoral staff has enabled student care to be more "joined up"
	Devise and Launch new integrated assembly and tutorial programme (Key focus: Respect, kindness, living and working together as a community)	TB/PB	Much more consistent tutorial delivery ensures messages are reinforced and ensures that all students have understood key themes
	Launch and publish new Boarding Statement	KC/HPs	Discussed and displayed in houses; has led to an improved culture/sense of community in houses. Significantly fewer instances of serious sanctions than previous years.

	Ensure RSE and PSHE curriculum maps include reference to, and exploration of, all relevant recommendations outlined in the Ofsted Review (RSE activity to be moved to spring term in light of MS's absence)	TB/MS	Ensures all issues are embedded in an age-appropriate way through the delivery of PSHE programme and by consequence, into the ethos of the school
	Devise and commission Student Voice Survey to better understand their experience	TB	42% completion rate enables the survey to be meaningful and has informed action below. Has allowed provision to be targeted to meet the lived experience of students here.
	Digest Ofsted Review and recommendations thoroughly; update and adapt existing policies/practice where appropriate and necessary	PB/SLT	Clearly sets out school's expectations and embeds them into school ethos
	Analyse and consider response to Student Inclusion Survey; Identify key threads; Identify priorities and strategies	SLT	**Key Actions:** 1. A review of the PSHEE curriculum content to ensure it sufficiently addresses the needs raised in the student survey. 2. To facilitate a series of "life skills" sessions for Sixth Form which will address some of the wider issues raised in the survey. This will be a combination of the programme outlined in the Sixth Form Personal Development Policy and a series of additional sessions run by external experts. 3. To facilitate some opportunities where students/staff can discuss and explore issues of equality, diversity and inclusion as they relate to both the School and the wider world.

				4. PB to meet with senior students to address their lack of understanding about how the school manages concerns 5. To provide training for staff and facilitate discussion in the they have indicated this would be helpful to promote understanding and equip with tools for addressing and responding to issues of inclusion. 6. To explore the need for a combined student/staff Inclusion Action Group 7. To work towards a school wide celebration of LGBT+ History Month 2022 (February) 8. To devise and implement our school inclusion charter as part of our commitment to the Schools Inclusion Alliance 9. To engage and work with external experts
		Tutorial focus on Anti-bullying week. Focus on definitions of bullying and cyberbullying, kindness and respect.	ZS/TB	Ensures students understand the nature of bullying in advance of exploring sexual harassment and online abuse in the Spring term
		Full School Gratitude Week including gratitude and kindness project	PB/TB	Provides and important moment for community to reflect positively on their experience and reinforces the work on kindness undertaken in previous weeks.

	Plan comprehensive Spring Term activity focussing on RSE and issues of sexual harassment, sexual violence, online abuse, consent and respect	SLT/MS	See Spring Term Actions
Spring Term	RSE delivery in all PSHEE classes throughout spring term; SEN/EAL students to be supported via Learning Support where necessary	MS/TB	To ensure that all students understand the key messages within their own context. Learning in class to be assessed to check understanding; those needing additional support will be signposted to the appropriate person.
	Implement the "Zero Tolerance" poster campaign to raise awareness/reinforce key messages	SC	To embed expectations visually and in simple terms throughout the school and reinforce key messages. Ensures 6th form see the messages, too.
	Focus some tutorials/House meetings on the messages of the above campaign to provide context and check understanding in small group scenario	TB/PB/KC	To explore the subjects raised in each poster in turn to ensure all understand the message and remind students of what to do if concerned. Ensures 6th form are included
	Topics to be explored within the Sixth Form Personal Development Programme	ZS	To ensure age-appropriate RSE is delivered to 6th form.
	Sixth Form "Life Skills" programme to include sessions on Health Matters (including contraception and sexual health services); consent, healthy relationships, gender and sexuality, pornography and the law.	KC/ZS	To reinforce the above and/or ensure sufficient time to explore issues with expert guidance (external)

	Nurse Carol to run informal wellbeing sessions for boarders in the evening/weekend. Some to include focus on issues raised by the Review. May also offer individual support to SEN student needing more time to explore the issues.	KC/C	To provide a less formal, "safe" environment for students to learn, discuss and ask questions about the key issues.
	PB to speak to senior students about how the reporting of concerns of potential abuse and/or harassment are managed by the school	PB	To provide an understanding of the process, that every concern is responded to proportionately and therefore give greater confidence to those wishing to raise a concern that they can do so knowing that the concern will be appropriately investigated. Will also address information sharing.
	January Staff INSET to focus on Inclusion, the Ofsted Review, Managing Inappropriate Behaviour, Sexual Harassment and abuse	PB/SLT	To ensure all staff understanding the key findings and recommendations of the review; to give staff greater confidence to discuss these issues as they arise; to ensure all staff know how to respond to a disclosure of harassment or abuse; to ensure all staff feel confident challenging inappropriate low level behaviour.
Summer Term	Student Survey on quality of provision	PB/TB	To assess where gaps remain
	Reinforcement of all the above. Additional sessions arranged according to need and what has been learned from feedback.	SLT	To plug any remaining gaps