



Bingley Grammar School

Responding to Child-on-Child Sexual Harassment and Sexual Violence

Procedures Statement & Core Values	2
Section 1: Whole-School Approach & Prevention Culture	2
Vulnerable Groups	3
Culture of Zero Tolerance & Early Intervention	3
Preventative Education	3
Section 2: Understanding Harmful Sexual Behaviour & The Continuum of Need	4
Definitions & Scope	4
Section 3: Immediate Response & Investigation Protocols	5
1. Reassurance & Victim Care	5
2. Investigation Protocol (Pastoral Lead & DSL)	5
Section 4: Dual Support, Risk Management & Sanctions	5
1. Dual Support for Victim and Alleged Perpetrator	5
2. Referral Paths & Statutory Partners	6
Section 5: Key Roles & Contacts	6
Section 5: Closing Statement	7



Procedures Statement & Core Values

Our school is committed to ensuring a safe, supportive, and respectful environment where every child feels secure, heard, and protected from abuse. We maintain a zero-tolerance approach to all forms of child-on-child abuse, sexual harassment, and sexual violence, recognising that **"it could happen here."**

Our response is underpinned by our core school values:

- **Respect:** Listening to all children with empathy, taking every report seriously, respecting their dignity, and using trauma-informed, non-judgmental language.
- **Commitment:** Dedicated to immediate, proactive safeguarding interventions, robust ongoing support for victims, and holding perpetrators accountable through educational and restorative frameworks.
- **Collaboration:** Working side-by-side with statutory safeguarding partners (Children's Social Care, Police), specialist agencies, parents/carers, and pupils to prevent harm and maintain a safe learning culture.

This document sets out statutory procedures in accordance with **Part Five of Keeping Children Safe in Education (KCSIE) 2026**.

Section 1: Whole-School Approach & Prevention Culture

To combat child-on-child abuse, we embed a whole-school approach to safeguarding that encompasses clear reporting systems, robust post-report procedures, multi-agency working, and proactive education.

Vulnerable Groups

Staff must remain alert to evidence showing that certain groups are statistically more at risk of experiencing sexual violence and sexual harassment:

- Girls
- Children with Special Educational Needs and/or Disabilities (SEND)
- Lesbian, Gay, Bisexual, and Transgender (LGBT) children

Culture of Zero Tolerance & Early Intervention

Staff must actively challenge inappropriate behaviours at all times. It must be made explicitly clear that sexual violence and sexual harassment are unacceptable, will never be tolerated, and are not an inevitable part of growing up.



Staff must challenge physical behaviours (which are potentially criminal in nature), including:

- Grabbing bottoms, breasts, or genitalia
- Pulling down trousers
- Flicking bra straps
- Lifting skirts

Dismissing or tolerating such behaviours risks normalising them and creating a culture where abuse escalates.

Preventative Education

Preventative education is a core element of our safeguarding strategy. We focus on addressing sexual violence and sexual harassment every year through:

- Whole-school and year-group assemblies
- Personal, Social, Health and Economic (PSHE) education
- Relationships and Sex Education (RSE)
- Targeted small group work
- Tailored 1-to-1 support

Curriculum Review: We officially review this curriculum annually to ensure it remains fit for purpose. In addition, we review provision on a half-termly basis and adapt our delivery dynamically if a specific need arises (e.g., re-addressing derogatory terms in assemblies or PSHE if instances are detected).

Section 2: Understanding Harmful Sexual Behaviour & The Continuum of Need

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive, or violent:

- **Developmentally Expected Behaviour:** Natural exploration appropriate to a child's age and stage.
- **Problematic, Abusive, or Violent Behaviour:** Developmentally inappropriate behaviour that causes or risks developmental damage, distress, or harm to themselves or others.

To effectively assess and respond, staff must understand where a behaviour falls on this continuum. Advice on typical stages of sexual development and age-appropriate behaviour is available via **NSPCC Learning (Sexual Development and Behaviour in**



Children).

Definitions & Scope

1. Sexual Harassment

Unwanted conduct of a sexual nature that violates a child's dignity, or creates an intimidating, hostile, degrading, humiliating, or offensive environment:

- **Non-verbal:** Sexualised glances, gestures, or displaying sexualised images.
- **Verbal:** Sexualised comments, taunts, rumours, unwanted sexual advice, or jokes.
- **Online / Tech-Facilitated:** Unwanted messages, sharing/creating nude or semi-nude images (including AI-generated images or "deepfakes"), cyberbullying, or pressure to send explicit content.

2. Sexual Violence

Sexual violence refers to offences under the Sexual Offences Act 2003, including:

- **Rape:** Non-consensual penetration of the vagina, anus, or mouth with a penis.
- **Assault by Penetration:** Non-consensual penetration of the vagina or anus with any part of the body or object.
- **Sexual Assault:** Non-consensual sexual touching (e.g., touching over or under clothing, grabbing, forced kissing).

Section 3: Immediate Response & Investigation Protocols

When a report or disclosure is received, staff must adhere strictly to the following procedures:

1. Reassurance & Victim Care

If a victim reports an incident, staff **must** ensure they are reassured immediately that:

- They are being taken seriously.
- They will be supported and kept safe.
- They are **never** creating a problem by reporting sexual violence or sexual harassment.
- They should **never** be made to feel ashamed for making a report.

Never minimise or brush off behaviour as "banter," "boys being boys," or "just growing



up."

2. Investigation Protocol (Pastoral Lead & DSL)

Staff must be mindful of all parties involved. For this reason, **reports made by students must NOT be investigated by standard teaching or non-teaching staff.**

Investigations must be conducted exclusively by a qualified member of the **pastoral team** under the direct guidance of the **Designated Safeguarding Lead (DSL)**, Deputy DSL, or a named designated safeguarding lead.

Section 4: Dual Support, Risk Management & Sanctions

1. Dual Support for Victim and Alleged Perpetrator

In alignment with statutory guidance (including paragraph 545 of KCSIE), the school recognises that staff must manage the needs of all children involved simultaneously:

- **Victim Support:** Implement a tailored, victim-centred support plan (e.g., safe spaces, named trusted adult, academic adjustments) and manage physical separation in lessons, transport, and communal areas without isolating or penalising the victim.
- **Perpetrator Support & Discipline:** The school must provide the alleged perpetrator(s) with access to education and appropriate safeguarding support, alongside implementing appropriate disciplinary sanctions.
- **Underlying Abuse & Context:** Staff must recognise that a child abusing another child may be a sign that they have been abused themselves, or an indicator of wider cultural issues within the school.
- **Concurrent Action:** Taking disciplinary action and providing supportive safeguarding measures can, and should, occur at the same time.

2. Referral Paths & Statutory Partners

The DSL will assess the report against the continuum of harm and determine statutory escalation:

- **Children's Social Care:** Immediate referral if a child is at risk of significant harm.
- **Police:** Contacted immediately for criminal offences (such as sexual violence or non-consensual sharing/AI creation of explicit imagery).
- **Early Help / External Services:** Deployed to support both victims and perpetrators with specialist intervention where statutory social care thresholds are



not met.

Also when it comes to next steps and possible disciplinary actions a number of factors will be taken into consideration (if lawfully allowed):

- The victim's/victims' wishes
- Ages of the child(ren)/Development stage of the child(ren)
- The evidence available/nature of the alleged incident
- Any other specific needs (Disability/SEN etc.)
- Any power imbalance
- Whether the incident is a one-off or part of a pattern of behaviour
- Any ongoing risks
- Other related issues and wider context

We will also use Keeping Children Safe in Education 2026 to support this and the case studies contained within this.

Section 5: Key Roles & Contacts

Role	Responsibility	Contact Details
Designated Safeguarding Lead (DSL)	Lead oversight for risk assessments, investigations, and multi-agency referrals	<i>Matthew Atkinson</i> / matthew.atkinson@bingleygrammar.org
Deputy DSL(s)	Supports the DSL and oversees pastoral care investigations	<i>Deborah Gibb</i> / deborah.gibb@bingleygrammar.org <i>Dina Hellewell</i> / dina.hellewell@bingleygrammar.org
Headteacher	Strategic oversight, exclusions, and multi-agency coordination	<i>Luke Weston</i> / luke.weston@bingleygrammar.org



Local Children's Social Care	Statutory agency for child protection referrals	01274 433999
Local Police Safeguarding Team	Reports of criminal sexual offences and image abuse	101/999

Section 5: Closing Statement

At Bingley Grammar School we take the approach 'it can happen here' and therefore the preventative approach we take is key to ensuring all parties are aware of our and society's expectations. Any actions we take will always take into account:

- The victim's/victims' wishes
- The alleged perpetrator
- The wider student cohort
- Keeping Children Safe in Education 2026
- Police Guidance (when needed)
- Children's Social Care Guidance (when needed)

By following this approach, we seek to ensure that all stakeholders work together in a supportive manner.

Originator: MMA

Partner Governor: DMN

Date of Procedure: September 2026

Date of review: September 2027

Ratified by the Governing Body



Date of Review	Name of Reviewer	Changes to Policy



Appendix One – Harmful Sexual Behaviour (HSB) Indicator Checklist: Quick Reference for Staff

This quick-reference guide assists staff in identifying indicators of sexual harassment, sexual violence, and harmful sexual behaviours across the continuum of need, outlining immediate reporting steps in line with our school values: **Respect, Commitment, and Collaboration**.

Core Principles

- **Respect:** Listen to disclosures with empathy, validate the victim's experience, treat all parties with dignity, and never use shaming or judgmental language.
- **Commitment:** Maintain zero tolerance for sexualized abuse—never dismiss harmful behaviours as "banter," "boys being boys," or "just a phase."
- **Collaboration:** Act promptly by passing all reports to the Designated Safeguarding Lead (DSL) and Pastoral Team, working alongside statutory multi-agency partners when required.

Key Indicators & Behaviours to Monitor

Staff must evaluate behaviours using the NSPCC continuum of sexual behaviour (ranging from developmentally expected to problematic, abusive, or violent).

1. Verbal & Non-Verbal Sexual Harassment

- Using derogatory, sexualized slurs, taunts, or intrusive sexual comments toward peers.
- Making unwanted sexualized remarks about someone's body, appearance, or clothing.
- Spreading sexualized rumors, jokes, or making explicit gestures/glances.
- Persistent unwanted sexual attention, pressure, or demands for intimacy/dates.

2. Physical Sexual Harassment & Violence

- Inappropriate, non-consensual touching over or under clothing (e.g., grabbing bottoms, breasts, or genitalia).
- Intentionally pulling down trousers, flicking bra straps, or lifting up skirts.
- Unwanted physical contact, such as forced kissing, cornering, or physical restraint.
- Allegations or disclosures of sexual assault, assault by penetration, or rape.

3. Online & Tech-Facilitated Abuse

- Requesting, sending, or pressuring peers to share nude or semi-nude images/videos.
- Creating, sharing, or threatening to expose self-generated imagery or AI-generated explicit content ("deepfakes").



- Cyberbullying involving sexualized insults, harassment in group chats, or unwanted explicit media.

4. Behavioural Indicators & Disclosures in Victims

- Sudden changes in academic performance, attendance, or withdrawal from social activities.
- Unexplained anxiety, distress, fear around specific peers, or reluctance to enter certain school areas.
- Pupil disclosures of feeling uncomfortable, intimidated, or targeted by another pupil's sexualized actions.

Action Required: What Staff Must Do

[Interrupt & Stop Conduct] → [Reassure Victim & Record Details] → [Report to DSL / Pastoral Team]

1. **Interrupt Immediately:** Stop the behaviour in real time and state clearly that sexualized conduct is unacceptable.
2. **Reassure the Victim:** Inform them immediately that they are taken seriously, are not to blame, and will be supported and kept safe. Never make them feel ashamed or like they are creating a problem.
3. **Do Not Investigate:** Standard teaching and non-teaching staff must **not** interview pupils or conduct independent investigations.
4. **Report Swiftly:** Pass all details directly to the **Designated Safeguarding Lead (Matthew Atkinson)** or Pastoral Team Lead on the same day for formal investigation under DSL guidance.



Appendix Two - Staff Briefing Script: Challenging Inappropriate & Harmful Sexual Behaviours in Real Time

Core Values Alignment: Respect, Commitment, Collaboration

1. Opening & Purpose (1 Minute)

"Good morning, everyone. Following our safeguarding priorities under Part Five of Keeping Children Safe in Education 2026, today's briefing focuses on challenging inappropriate sexual harassment and harmful sexual behaviours in real time.

Under our core values of **Respect** and **Commitment**, we hold a strict zero-tolerance approach to any form of sexualized conduct. We must never dismiss physical or verbal sexual behaviours as 'boys being boys,' 'harmless banter,' or an 'inevitable part of growing up.' Dismissing these actions normalizes harm and prevents victims from feeling safe. When we witness or hear these behaviours, we must intervene immediately."

2. The 3-Step Real-Time Action Framework (2 Minutes)

"When an incident occurs in a classroom, corridor, or social space, follow the **Interrupt – Reassure/Explain – Report** protocol:

- **Step 1: Interrupt (Immediate Zero Tolerance)**
 - Stop the behaviour or comment instantly. Make it clear that sexualized touching, comments, or gestures are unacceptable.
 - *Example Script (Physical behaviour like pulling skirts, bra-flicking, or grabbing):* 'Stop that immediately. Physical contact of that nature is completely unacceptable in our school.'
 - *Example Script (Verbal harassment/sexualized comments):* 'Pause there. That language is sexualised and disrespectful. It will not be tolerated here.'
- **Step 2: Reassure & Address (Separation & Clarity)**
 - **Reassure the victim:** Ensure the pupil targeted knows immediately that they are taken seriously, are not to blame, and will be supported and kept safe. Never make them feel ashamed or like they are 'creating a problem.'
 - **Address the perpetrator:** State clearly that the behaviour violates school rules, without engaging in a prolonged public debate.
 - *Example Script to Victim:* 'You have done nothing wrong, and you do not have to accept that behaviour. We will support you and make sure you are safe.'
- **Step 3: Report & Refer (Post-Incident)**



- **Do Not Investigate:** Class teachers and non-pastoral staff must not interview pupils or investigate the incident independently.
- **Pass to Pastoral/DSL:** Pass full details of the incident immediately to the Pastoral Team and Designated Safeguarding Lead (**Matthew Atkinson**) on the same day. Pastoral leads under DSL guidance will handle the formal investigation and dual support pathways."

2. Key Reminders & Closing (1 Minute)

"Please keep these critical points in mind:

- **High-Risk Groups:** Be especially vigilant regarding groups statistically more vulnerable to sexual harassment, including girls, pupils with SEND, and LGBT students.
- **Challenge Physical Harassment Always:** Be proactive in calling out physical acts—such as touching genitalia, bottoms, or breasts over or under clothing—which are criminal in nature and must never be brushed off.
- **Collaboration:** Safeguarding is a collective effort. Intervene in the moment, support the victim, and hand over the report to our Pastoral and DSL teams immediately.

Thank you for your dedication to keeping our students safe and respected."

