



## Safeguarding Update - November

This month's staff safeguarding Newsletter focuses on Sexism and Sexual Harassment.

### In This Issue

- Why we are focusing on Sexism and Sexual Harassment
- Continuum of Behaviours
- Concerns around Andrew Tate
- Scenrio

- Healthy Sexual Behaviours
- When Behaviours are Harmful
- Key Points
- Reminder of DSL Team



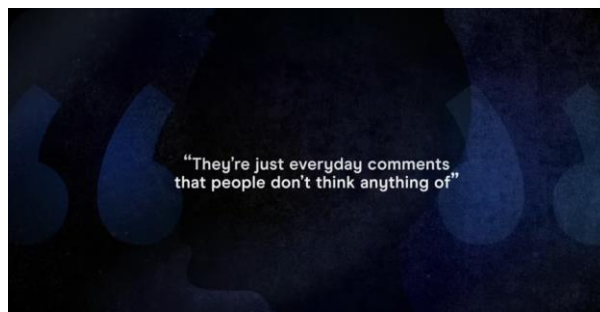
Sexual harassment: definition

Sexual harassment means unwanted sexual conduct.

It can happen online and offline. It can include:

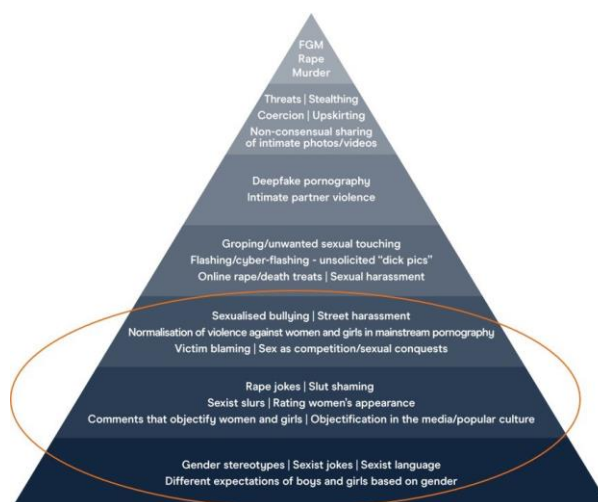
- Sexual comments, such as sexual stories, lewd comments, sexualised name-calling or sexual remarks about clothes and appearance
- Sexual 'jokes' or taunting
- Physical behaviour, such as deliberately brushing against someone or interfering with their clothes (note: this can sometimes cross a line into sexual violence), or displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, such as non-consensual image sharing, unwanted sexual comments and messages, sexualised online bullying, sexual exploitation, coercion, threats, or upskirting

[Click here to view a video on why we are focusing on sexism and sexual harassment](#)



What can seem like small biases and stereotypes feed into a wider culture of sexism and sexual harassment. Watch the video to see how these 'small' biases can progress to something much more harmful

## Small Behaviours feed into a bigger problem



The Lower End of the continuum might look like this in a school:

- Calling a girl a 'slut' or a 'bitch'

- Flicking bra straps
- Lifting up skirts
- Unwelcome looks and comments about appearance
- Comments about how boys and girls should behave
- Different expectations about which toys boys and girls should play with
- Boys saying girls are 'gross'

## Spotlight on: Andrew Tate

- Popular social media influencer
- Promotes his money and success (e.g. sharing pictures of his very expensive cars) and tells young men they can achieve the same
- Uses this 'hook' to share violent misogynistic views, and toxic masculinity
- A lot of teenage boys see him as a role model
- Teenage girls are being convinced that they're not worth anything without a man

**I think the women belong to the man**

**[There is] no such thing as an independent female**

**[Women are] intrinsically lazy**

**The hallmark of a real man is controlling himself, controlling his emotions, and acting appropriately regardless of how he feels**

**Depression isn't real**

Andrew Tate's so popular on social media, and because he sells his views as a way to achieve fame and fortune, a lot of young people are heavily influenced by him.

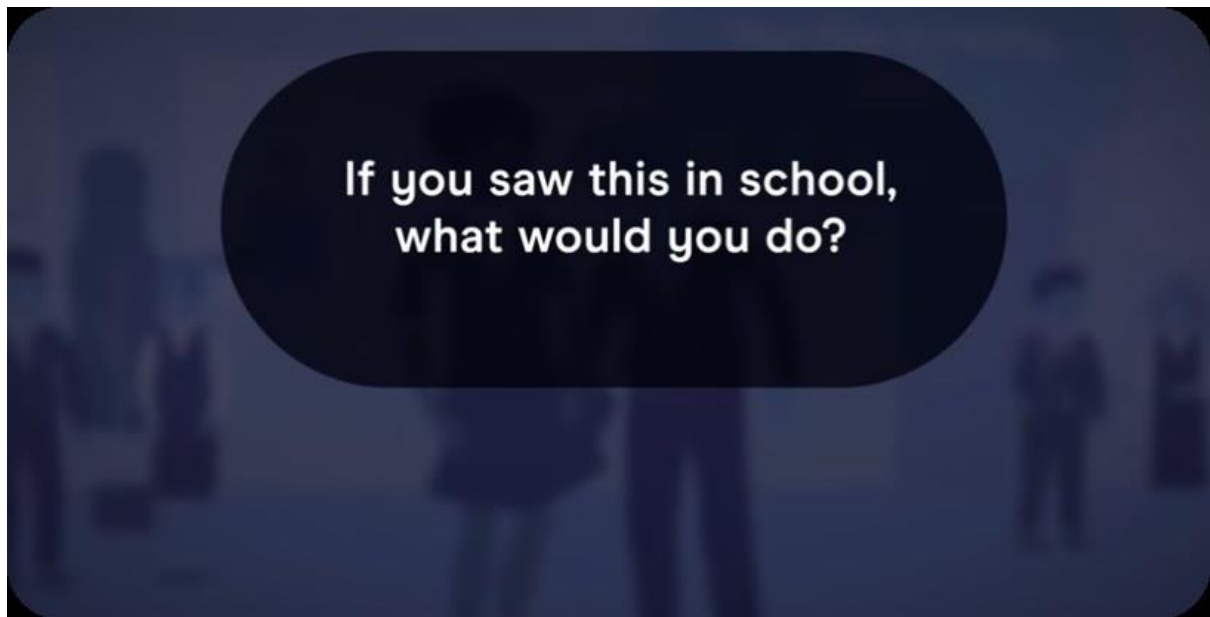
• We know that a lot of young boys look up to him as an idol, and are taking his teachings on women and masculinity to heart

• We also know that young girls are being affected by his messaging, having issues with self-worth as they're told by this seemingly very successful figure that women are inferior

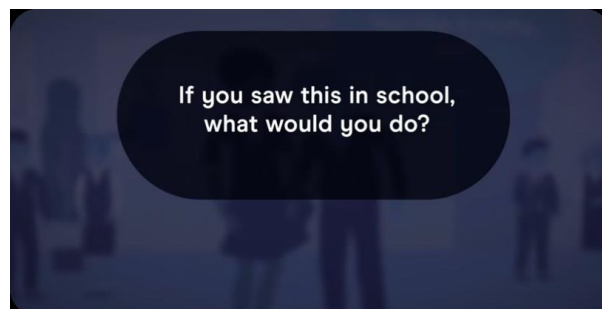
**Be prepared to challenge pupils if you hear them talking about Andrew Tate.**

**Remind pupils that misogyny and sexism are not acceptable.**

## Scenario: Sexual Harassment



[Click here to view a video involving a sexual harassment scenario](#)



## What Healthy Sexual Behaviour in Children looks like

### **0 to 4 years old**

- Touching or rubbing their own private parts
- Showing curiosity about the private parts of other people
- Talking about private body parts and their functions, using words like 'willy', 'bum', 'poo' and 'wee'
- Role playing about different relationships, for example marriage

### **5 to 9 years old**

- Becoming more modest and asking for privacy
- Asking questions about sex and relationships
- Kissing, hugging and holding hands with a boyfriend or girlfriend
- Using swear words or slang to talk about sex after hearing other people use them

## 9 to 13 years old

- Having or wanting a boyfriend or girlfriend
- Using sexual language, making jokes about sex or discussing sexual acts with peers
- Wanting more privacy
- Looking for information about sex online (this might lead to accidentally finding sexual images or videos)
- Masturbating in private

## When Sexual Behaviour might be harmful

### Red flags to watch out for:

- Behaviour that's developmentally or socially unexpected, or not appropriate to the context
- Behaviour that's not consensual or reciprocal
- Behaviour that upsets other children
- Victimising someone else
- Behaviour involving violence, coercion or force
- Intrusive behaviour
- Compulsive behaviour

### If you see these behaviours, report it to the DSL

## Key Points about tackling sexism and sexual harassment

**Challenge it there and then.** It's important to do this to send a clear message that the comment or behaviour isn't acceptable. Don't dismiss or downplay an incident

**Challenge the behaviour, not the person.** This depersonalises the challenge. For example, "That is sexist language" is a more helpful comment than "You're sexist"

**Explain what the problem is.** This gives a reason for your challenge and helps pupils see why their comment or behaviour was problematic

**Support the victim and show empathy.** Let them know it's not their fault. Consider the incident from their perspective and encourage others to do the same

**Challenge gender bias and stereotypes.** And be aware of your own biases too. Don't stereotype or make assumptions based on your perceptions of the pupils involved

**Focus on the perpetrator's behaviour rather than the victim's.** This moves us away from seeing sexual harassment and violence as 'inevitable' and something girls should adapt their behaviour to avoid

- **Sexism and gender stereotypes feed into a culture where gendered violence is normalised**

- **By dealing with behaviours at the lower end of the continuum head on, we can help prevent behaviours further up the spectrum**
- **Girls are more likely to be victims than boys, but both can be victims (and perpetrators)**
- **Always challenge sexism and sexual harassment, no matter how small the incident seems to be**
- **It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe**



## Safeguarding Concerns

Are you  
concerned  
about a child?

### Speak to a DSL



Ms Martin  
Headteacher



Mr Gadsby  
Deputy Headteacher



Mrs Bramley  
Assistant Headteacher



Mr Glanney  
KS1 Leader



Mrs Tarling  
Acting EYFS Lead  
Nursery Lead

Record your concern in writing on

**CPOMS**

<https://biertoncombined.cpoms.net/>