



# Everyone's Invited – Ofsted report summary

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AIMS of this session: in 25 minutes!

**1. Wider context, Ofsted review**

**2. Local context**

**3. Review findings summary**

**4. Impact on what we do – next steps**

# 1. Wider Context, Ofsted review

Ofsted

Research and analysis

**Review of sexual abuse in  
schools and colleges**

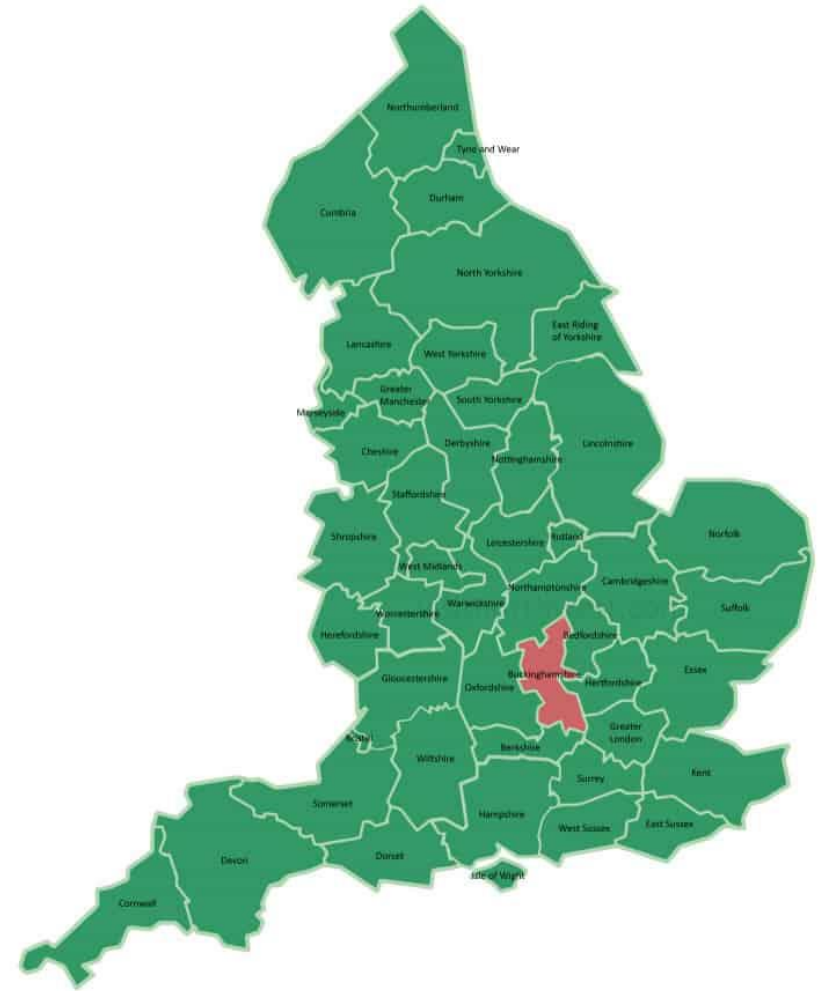
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# 1. Wider Context, Ofsted: review approach + methodology

- April 2021 commission
  - March-May 2021 review
  - 32 schools and colleges
  - Range of settings
  - Over 900 children and young people
  - Leaders, teachers, governors, local safeguarding partners, parents
  - Focus areas of enquiry:
    - a. safeguarding and the curriculum
    - b. multi-agency safeguarding arrangements
    - c. victims' voice and reporting.
- + Literature review and analysis of 2,030 testimonies from Everyone's Invited website

# 2. Local context

- Everyone's Invited
- Buckinghamshire Schools
- LA support
- National picture
- Prevalence



### 3. Review findings summary: areas considered

- i. The scale and nature of sexual abuse in schools (+ abuse outside schools)
- ii. Systems of safeguarding to listen to the voices of children and young people
- iii. Schools' understanding and response to sexual abuse –
  - *Responding to incidents*
  - *Approaches to address sexual harassment and violence*
  - *staff training and development*
  - *Lessons learned*
  - *RSHE curriculum delivery*
  - *Multi-agency work*

### 3. Review findings summary:

#### i. The scale and nature of sexual abuse in schools

- sexual harassment and online sexual abuse;
- majority of girls: harmful sexual behaviours happened 'sometimes' or 'a lot';
- most commonly reported behaviours: sexist name-calling + comments; being sent or coerced into sharing sexual images;
- Boys much less likely to think that harmful sexual behaviour affected them or their peers;
- Teachers not 'knowing the reality' of their lives, or being 'out of date';
- Much higher incidences of sexual harassment, online sexual abuse and bullying behaviours than staff were aware of;
- LGBTQ+ experiences;
- Physically safe at college or school? although there was a clear emotional impact on girls who experienced regular sexual harassment or other harmful sexual behaviour;
- Some school leaders defined online sexual harassment as 'happening out of school';
- online sexual harassment = sig. impact on the normalisation of harmful sexual behaviour + unhealthy cultures within school

### 3. Review findings summary:

#### Sexual abuse inside/outside of school

- Physically unsafe = generally related to situations that occurred outside school;
- house parties, without adults present; involvement of alcohol and drugs;
- Local parks;
- Bus journeys;
- However: school spaces and hotspots.



### 3. Review findings summary:

#### ii. Systems of safeguarding to listen to the voices of children and young people

- Rarely speak to adults about sexual harassment and sexual violence, including online abuse.
- Would feel most comfortable talking to friends.
- **Reasons for not reporting** sexual harassment and violence included:
  - what's next?
  - 'reputational damage'
  - adult reactions
  - confidentiality and not knowing what will be done with the information
  - so common place = 'no point' in reporting
  - embarrassment or shame

**And yet...over-reliance on disclosure?**

### 3. Review Findings summary:

#### iii. Schools' understanding and response to sexual abuse – *responding to incidents*

- Best practice: incidents of sexual violence dealt with appropriately; school policies + statutory guidance e.g. KCSIE were informing practice.
- Less effective: inconsistencies in responses ; interpretation variance of guidance
- Less effective: dealing with incidents of sexual harassment and sexual violence, including online abuse, in an isolated way.
- many instances of sexual harassment were going unrecognised or unchallenged by school staff.
- **How do schools perceive their responsibility?**

### 3. Review Findings summary:

#### iii. Schools' understanding and response to sexual abuse – *Approaches to address sexual harassment and violence*

- Wide variety of sanctions for perpetrators of sexual harassment and sexual violence, including online sexual abuse.
- Examples e.g. fixed-term exclusions, detentions, internal referrals and removal of privileges.
- Pupil perception: can be that sanctions are often not tough enough or that the wrong person was sanctioned.
- Effective practice: support to the victim and the perpetrator to prevent future incidents and tackle any underlying causes of harmful sexual behaviour.
- Leaders evaluation of whether sanctions and/or interventions are effective?
- Leaders' ongoing monitoring of perpetrators?

### 3. Review Findings summary:

#### iii. Schools' understanding and response to sexual abuse –*staff training and development*

- Most staff receive annual safeguarding training
- However, most staff training on harmful sexual behaviours tended to be piecemeal...e.g.
- = incorporated into training on other important aspects of safeguarding.
- Some schools - no training on peer-on-peer sexual harassment and sexual violence.
- Governors' training and greater involvement.
- Training and development for DSLs:
- Good practice = engaging with the local safeguarding partners (LSPs) and forming support networks locally with other DSLs.
- Less effective = lack of high-level training at LSP level.

### 3. Review Findings summary:

#### iii. Schools' understanding and response to sexual abuse –*lessons learned?*

- Inconsistencies in how staff were defining and recording instances of sexual abuse...
- Incl. recording of discussions with multi-agency partners and the outcome of referrals.
- Some schools had systems in place for recording incidents, but did not analyse the data and information to identify any patterns or trends that could inform their response.
- Some schools – no systems.

### 3. Review Findings summary:

#### iii. Schools' understanding and response to sexual abuse –*RSHE curriculum delivery*

- Context of disruption caused by the coronavirus pandemic
- Pupils not getting the quality of relationships and sex and health education (RSHE) they should. Due to:
- Weak implementation of RSHE;
- Poor teacher subject knowledge;
- Significant gaps in curriculum coverage;
- Children and young people were seldom positive about their RSHE and PSHE lessons.

### 3. Review Findings summary:

#### iii. Schools' understanding and response to sexual abuse –*multi-agency work*

- 12 local safeguarding partners
- Best practice: working closely, data analysis, individual cases
- Worst case: lack of awareness by LSP
- Gap in guidance to address lengthy investigations into incidents of sexual harassment or violence, or when outcome = no prosecution or conviction.
- Clearer guidance on where school leaders' responsibilities start and end e.g. incidents of harmful sexual behaviour outside school.

# 5. Impact on what we do – next steps

## Recommendations from report for school leaders to:

- **address concerns, even when there are no specific reports.**
- develop a culture where all kinds of sexual harassment are recognised and addressed, including with sanctions when appropriate
- Deliver an RSHE curriculum that is carefully sequenced with time allocated for topics that children and young people find difficult, such as consent and sharing explicit images.
- provide high-quality training for teachers delivering RSHE.
- Develop relationships between multi-agency safeguarding partners and schools.



## 5. Impact on what we do – next steps

### Recommendations from report for government to:

- consider the findings of the review RE: The Online Safety Bill.
- develop an online hub where schools can access the most up-to-date safeguarding guidance
- Develop a guide for children and young people to explain what will happen after they talk to school staff about sexual harassment and abuse.
- launch a communications campaign about sexual harassment and online abuse, + advice for parents and carers.

## 5. Impact on what we do – next steps

### Changes to the Ofsted EIF: September 2021

- **Inspections to look at how schools and colleges work to prevent sexual harassment, online sexual abuse and sexual violence**
- 28<sup>th</sup> June 2021 updated education inspection handbooks
- how will inspectors assess how schools and colleges confront sexual harassment, abuse and violence among children and young people?
- The changes to the handbooks will take effect when routine inspection resumes in September.

## 5. Impact on what we do – next steps

### Changes to the Ofsted EIF: September 2021

- *Assume that sexual harassment, online sexual abuse and sexual violence are happening in and around your school, even when there are no specific reports*
- Is there in place a whole-school approach to address them?
- How does your school handle allegations and incidents of sexual abuse between children and young people when they do occur?
- What preventative measures are in place to guard against sexual harassment and abuse?
- Is your school alert to the factors that increase a child's vulnerability?
- Are individual allegations reported to the appropriate authority?

**PROCESSES IN PLACE INADEQUATE = L+ M INADEQUATE = OVERALL  
GRADE INADEQUATE**

# Education Inspection Handbook - for September 2021

**78. Information that schools must provide by 8am  
on the day of inspection to include records and  
analysis of sexual harassment or sexual violence**

**132. Talking to and observing pupils outside lessons**

**227. Behaviour and Attitudes**

**306-310. Sexual harassment, online sexual abuse  
and sexual violence**

# Links and contacts

- <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>
- <https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021>
- <https://www.everyonesinvited.uk/>
- [Georgina.masefield@buckinghamshire.gov.uk](mailto:Georgina.masefield@buckinghamshire.gov.uk)