



# **Policy for Preventative Approach to Managing Harmful Sexual Behaviour**

**Hazrat Khadijatul Kubra Girls 'School**

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# Preventative Approach to Managing Harmful Sexual Behaviour

## Introduction:

At Hazrat Khadijatul Kubra Girls School (HKKG), we take a **preventative, education-led and safeguarding-focused approach** to managing harmful sexual behaviour and to the promotion of **healthy, respectful relationships** among children and young people.

We recognise that effective prevention:

- Reduces the likelihood of harmful behaviours occurring
- Supports early identification of safeguarding concerns
- Helps pupils develop the **knowledge, character, self-discipline and resilience** needed to make safe and responsible choices

This approach reflects statutory expectations that schools adopt a **whole-school approach to safeguarding**, including the prevention of child-on-child sexual harassment and harmful sexual behaviour.

This preventative approach is embedded across the life of the school through:

- **Whole-school enrichment days**, with a focus on healthy relationships, internet safety, online behaviour, safeguarding awareness and character education, supporting pupils to recognise risk, understand boundaries and know how to seek help
- **The taught curriculum**, including *Religious Studies, English, Citizenship and Computer Science*, where issues of dignity, respect, responsibility, language use, media influence and online safety are addressed in an **age-appropriate and developmentally appropriate manner**, consistent with safeguarding and educational responsibilities
- **The RSHE curriculum**, which explicitly teaches:
  - Consent and personal boundaries
  - Respectful and non-exploitative relationships
  - Digital safety, online risks and inappropriate content
  - How and where to seek help and support
- **Assemblies and form-time activities**, which reinforce shared values, Islamic character (*akhlaq*), mutual respect, and clear expectations for behaviour within the school community
- **Pastoral support systems**, where pupils are encouraged to raise worries or concerns, and are supported by trained staff who understand safeguarding procedures and pupils' emotional and developmental needs

## Reporting and Safeguarding Expectations

Any concern, incident or disclosure involving **inappropriate, concerning or harmful sexual behaviour** must be reported **immediately** and managed in line with **Appendix 7 of the Safeguarding and Child Protection Policy** and the school's safeguarding procedures.

Staff must:

- **Not investigate independently**
- Record concerns accurately and factually
- Follow the direction of the **Designated Safeguarding Lead (DSL)** without delay

This ensures that concerns are managed consistently, proportionately and in line with statutory safeguarding thresholds.

## **Responding to Inappropriate or Harmful Sexual Behaviour**

The school recognises that responses to sexual behaviour will vary depending on:

- The **age and developmental stage** of the child or young person
- Their **level of understanding**
- The **nature and severity** of the behaviour displayed
- The **context and environment** in which the behaviour occurred

However, in all cases, the following principles apply:

- Behaviour should be **addressed as soon as possible** after it occurs
- Responses must be **clear, proportionate and consistent**
- All actions must prioritise the **safety, wellbeing and dignity of all pupils**

It is essential that the child or young person understands **what behaviour was inappropriate and why**. This will be achieved by:

- Being **specific and factual** about what has been observed or reported
- Using **age-appropriate and developmentally appropriate language**
- **Avoiding shaming, humiliating or punitive responses**
- Reinforcing **clear boundaries, expectations and protective messages**

The language and approach used by staff will be carefully chosen to reflect the child's **maturity and level of understanding**, while remaining consistent with:

- Safeguarding responsibilities
- Statutory guidance
- The school's **Islamic ethos**, which emphasises dignity, responsibility and moral accountability

## **Alignment Statement**

This section is fully aligned with:

- **Keeping Children Safe in Education (September 2025)** – expectations for responding to child-on-child sexual behaviour and safeguarding responsibilities
- **DfE RSHE statutory guidance** (revised July 2025; mandatory from September 2026)
- **A whole-school, preventative safeguarding approach**
- The school's **RSE Policy** and **Safeguarding and Child Protection Policy**

## **Islamic Safeguarding Principles**

At Hazrat Khadijatul Kubra Girls School, safeguarding is not only a statutory duty but also a moral and spiritual responsibility rooted in Islamic teachings.

### **Amanah (Trust)**

Children are an amanah (trust) from Allah. Protecting their dignity, safety and wellbeing is a shared obligation entrusted to parents, educators and the wider community.

“Each of you is a shepherd and each of you is responsible for those in their care.”

(Hadith – Bukhari and Muslim)

### **Haya (Modesty) and Iffah (Chastity)**

Islam promotes modesty, self-restraint and respect for personal boundaries. Education around behaviour, consent and dignity supports pupils to develop healthy self-control, not fear or shame.

### **Akhlaq (Good Character)**

Developing akhlaq means teaching pupils to act responsibly, respectfully and compassionately toward others. Prevention of harmful sexual behaviour is a key part of nurturing moral character.

### **Adl and Rahmah (Justice and Mercy)**

Islam requires both justice and mercy:

Harmful behaviour is addressed clearly and firmly

Children are supported with fairness, compassion and guidance

No child is labelled or abandoned

# Harmful Sexual Behaviour (HSB) – Staff Flowchart Text

## If You Witness, Suspect or Receive a Disclosure of Sexual Behaviour

### STEP 1 – Ensure Immediate Safety

- Stop the behaviour calmly and firmly if it is occurring
- Separate pupils if necessary
- Reassure those involved
- Do **not** promise confidentiality



### STEP 2 – Record and Report

- Record the concern **factually and objectively** (what was seen/heard, exact words used)
- Report **immediately** to the **Designated Safeguarding Lead (DSL)**
- Do **not** investigate, question in detail or attempt to resolve the issue independently



### STEP 3 – DSL Assessment The DSL will consider:

- Age and developmental stage
- Nature and frequency of behaviour
- Power imbalance, coercion or distress
- Online/offline context
- Whether behaviour may indicate abuse or exploitation



### STEP 4 – Action The DSL may:

- Monitor and provide pastoral support
- Implement a safety plan
- Contact parents/carers (unless this increases risk)
- Refer to **CASS, HSB Team**, Social Care or Police
- Seek specialist advice



### STEP 5 – Ongoing Support

- Support provided for all children involved
- Review safety plans and outcomes
- Education continues wherever possible

## Staff Quick-Reference Guide

### Responding to Harmful Sexual Behaviour: Key Reminders for Staff

#### ✓ DO:

- Act **immediately** and **calmly**
- Report concerns **straight to the DSL**
- Use **factual, neutral language**
- Reassure pupils and prioritise safety
- Record what you see or hear accurately

#### X DO NOT:

- Investigate or ask leading questions
- Promise confidentiality
- Minimise or dismiss behaviour as “just curiosity”
- Use shaming, blaming or punitive language
- Delay reporting

#### REMEMBER:

- Not all sexual behaviour is harmful, but **all concerns must be passed on**
- A child displaying harmful behaviour **may also be vulnerable**
- Your role is **to report, not to decide outcomes**