



Understanding Young People's Experiences of Sexual Harm

Facilitator's Guide

Using the 'Understanding Young People's Experiences of Sexual Harm' Resources

The following resources have been created to raise awareness of issues around sexual harm in education settings.

The resources are:

- the Facilitator's Guide PDF
- the 'Understanding Young People's Experiences of Sexual Harm' PowerPoint
- the four student experience scenarios PDF
- the 'Understanding Young People's Experiences of Sexual Harm' Handout PDF

You can use these resources in the way that best suits your setting:

Option 1:

The 'Understanding Young People's Experiences of Sexual Harm' PowerPoint can be used by Designated Safeguarding Leads to support INSET with all members of staff (including non-teaching staff and support staff) with the handout provided as an aide memoire after the session.

Option 2:

All members of staff (including non-teaching staff and support staff) can be provided with a digital copy of the 'Understanding Young People's Experiences of Sexual Harm' Handout. This includes links to the animations and the animation text.

'Understanding Young People's Experiences of Sexual Harm' INSET

- You will need access to facilities to show the PowerPoint.
- All participants will need to be able to see the four student experience scenarios, either in digital format or printed.
- The session involves group discussion so is best facilitated in a setting that allows participants to talk in groups.

SLIDE 1 - 'Understanding Young People's Experiences of Sexual Harm'

In collaboration with **young survivors** in Essex, we have made a series of animated videos to support **professionals** working with children and young people to understand the **impacts of sexual violence**.

The scenarios presented have been compiled from real experiences of young people in Essex. Names and identifying details have been changed to protect their anonymity. ***We would like to thank every young person who so generously gave their time and shared their experience to improve those of other young people.***

Facilitator Notes

It is worth drawing participants' attention to the way this session has been created.

Young survivors of sexual harm from across Essex were asked if they would like to share their experiences in their education setting after disclosing sexual violence. These contributions were used to create four experience scenarios that are a compilation of many young people's experiences, in order to illustrate a range of experiences that survivors had.

The young people were aged 10 – 21 when they shared their experiences and they had all survived sexual violence whilst in primary, secondary or further education. In all cases, the person who caused the sexual harm was also a child or young person (aged under 19).

SLIDE 2 - Keeping Children Safe in Education 2021

“... all staff working with children are advised to maintain an attitude of ‘it could happen here’.”

So, what is happening ‘here’?

Take some time to think about the instances of sexual violence, sexual harassment and sexist bullying that you are aware of.

Facilitator Notes

Allow some time for discussion and then ask for anonymised examples of what is happening in your particular setting.

It may be helpful to offer some general definitions to support participants:

Sexual violence

Sexual offences as defined in the Sexual Offences Act (2003), includes rape, assault by penetration and sexual assault. Any non-consensual sexual act is a sexual offence. A person consents if they agree by choice and they have the freedom and capacity to make that choice. The other person must reasonably believe they have consented.

Sexual harassment

The Equality Act (2010) defines sexual harassment as unwanted behaviour of a sexual nature which:

- violates a person’s dignity
- makes a person feel intimidated, degraded or humiliated
- or creates a hostile or offensive environment

The behaviour can be written, verbal or physical, online or offline, it only needs to happen once, and you do not have to be the target to be affected.

Sexist bullying

Any behaviour where a person’s sex is used to degrade them.

For example, comments based on gender stereotypes or sexist remarks.

This is called harassment related to the protected characteristic of sex in The Equality Act (2010). The behaviour can be written, verbal or physical, online or offline, it only needs to happen once, and you do not have to be the target to be affected.

Harmful Sexual Behaviour (HSB)

Developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. Other terms often used to mean the same are ‘sexually harmful behaviours’ and ‘sexualised behaviours’.

SLIDE 3

- What are the **main issues** the students' experiences raise?
- What would *this school/college* do to **support** each student?
- What could you, as an **individual** in your current role, do to **support** each student?

Facilitator Notes

Ask participants to read each of the experience scenarios and to spend some time thinking about the questions. Ask them to try to be realistic and honest, even if this means that their department or the education setting as a whole seems to be lacking in adequate support.

SLIDES 4 - 12

Facilitator Notes

Ask participants to share their ideas for each experience scenario in turn.
After feedback, show the animation.

This animation starts with the experience scenario and then offers ideas for what education settings can do to support young people.

The best practice outlined in these videos is supported by statutory guidance and input from specialist workers at sexual violence support services.

SLIDE 13

- Are there any **gaps in provision** in *this* school for students who have been impacted by sexual harm?
- How could these be **addressed**?
- What can be done **immediately**, by **next term**, by **next year**?

Facilitator Notes

From their initial discussions and the information in the animations, ask participants to think about the gaps in provision at your education setting and how these could be addressed.

Ask them to consider which of these could be addressed immediately, which could be done by next term and which could be in place by next academic year. Again, ask that suggestions are realistic and honest.

Take feedback from participants.

SLIDE 14

Animation

From Disclosure to Closure:

Supporting Young Survivors Throughout Their Journey

Facilitator Notes

This animation starts with the experience scenario and then offers ideas for what education settings can do to support young people.

The best practice outlined in these videos is supported by statutory guidance and input from specialist workers at sexual violence support services.

SLIDE 15

What next?

Facilitator Notes

Ask participants to take some time in their next departmental meeting (or at another appropriate time) to reflect on the session and to think about ways to support survivors and to prevent sexual harm. Encourage each department to create an action plan to address the issues raised.



CARA (Centre for Action on Rape and Abuse) works with **victims** and **survivors** of **sexual violence** and **child sexual abuse**, providing **independent, specialist support** and **promoting and representing** their **rights and needs**.

Sexual violence is a term that is used to cover all forms of **sexual harm**, including **rape, sexual assault**, and **non-contact sexual abuse**.

Sexual violence is any sexual contact that is **not consensual**.

CARA is a registered charity working with **adults of all genders, young people** and **children** from across **mid and north Essex**.

CARA is part of **Synergy Essex** and works in partnership with **SERICC** and **Southend-on-Sea Rape Crisis (SOSRC)** to provide sexual violence and abuse services for victims and survivors of all ages and all genders across Essex, Southend and Thurrock.

CARA is part of **Synergy Essex**, providing sexual abuse support services across Essex, Southend and Thurrock.

How to make a referral

You can make referrals by calling **0300 003 7777** or by completing the online referral form for professionals at:

www.synergysessex.org.uk

You must have consent from the young person to make a referral on their behalf.