



Headteacher: Mrs Claire Elliott, BA Hons PGCE

### Harmful Sexual Behaviours Student Voice Survey – December 2022

**This document captures a summary of student responses to the recent survey sent out to all students in the school. The actions we take to address some of the topics arising from this survey will be shared with students through the weekly bulletin.**

315 Student Responses captured from students across all 5 year groups. Highest proportion of answers from Y10 students. The quiz is still open – and all students were emailed a link. If any student did not get the opportunity to respond, and would like to, please click on the link in the email and complete the questions.

An equal number of responses was captured from boys and girls, with 3 students identifying as non-binary and 8 preferring to not say.

90% of students stated that they felt safe or mostly safe in school.

The following questions asked students to rate using the following scale:

- 1 – Never
- 2 – Termly
- 3 – Monthly
- 4 – A few times a week
- 5 – Daily

**I hear or experience sexist language** 2.62 (between termly and monthly).

**I hear/ experience misogynistic language.** 2.35 (termly) *Misogynistic language is language which suggests a hatred or contempt for girls and women based on their gender (not having an argument and being unkind to someone who happens to be female, but saying things which suggests a hatred of them because of their gender).*

For example, someone saying that a girl was 'asking for it' because of the clothes she was wearing.

**I hear/ experience misandric language.** 2.08 (termly) *Misandric language is language which suggests a hatred or contempt for boys and men based on their gender (not having an argument or being unkind to someone who happens to be male, but saying things which suggests a hatred of them because of their gender).*

For example, depictions of men suggesting they are always absent in their child's lives, or they driven by desire and obsessed with sex.

**I have experienced sexual harassment** (unwanted or inappropriate sexual remarks) 1.59 (between never and termly)

**I have experienced unwanted touching** 1.60 (between never and termly)

Abbey Road, Old Buckenham, Norfolk, NR17 1RL  
01953 860233  
Email: [office@obhs.co.uk](mailto:office@obhs.co.uk)  
Website: [www.obhs.co.uk](http://www.obhs.co.uk)





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**I have experienced upskirting, sharing of nudes or videos of a sexual content being sent to me**  
1.44 (between never and termly)

Further Questions:

While 58% of students questioned had never experienced sexual harm (sexism, sexual language, unwanted touching). For those who had, the places this had happened for the majority were the toilets, hardcourts and school buses. Receiving online sexual harm during the school day was lesser scoring, but still present.

29% students would not tell a member of staff if they had concerns about sexual harm or received inappropriate content online. While a number stated that they would rather speak to parents and carers, the following suggestions were made regarding how to make staff more accessible for students:

- The opportunity to talk to another student rather than a member of staff;
- Further support available for those struggling with their mental health – including the issue of men’s mental health;
- Create more opportunities for students to speak to teachers;
- Ensure that teachers appear open to the conversations and make it clear to students that they want to listen;
- Explore ways for students to report with more anonymity;
- Ensure that students responsible are sanctioned and also taught about their behaviour and why it is wrong.

88% of students reported that they felt the school cared about the issue of sexual harm between students.

18% of students felt that they had not been taught about sex and relationships at school. When broken down, it was evident that this was a small number of students across each year group, and suggests that strategies need to be in place to catch students up on missed learning when they are absent. Students felt that the school currently responds well to the issue of sexual harm (harassment and abuse) by doing the following things:

- Show support for students and work to try to resolve the problem;
- Teach us about the issue;
- Have assemblies about the topic – the Bystander assembly was good;
- Consequences for students who break the rules;
- Teaching us the reasons why the behaviours are wrong;
- Talking openly to students.

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Topics students raised which they would like to know more about:

- The impact of sexual harm, abuse or behaviour;
- Further teaching linked to prejudices of homophobia and racism;
- Consent
- Name calling and verbal abuse
- Explore the reasons for not being able to behave and speak in certain ways – the potential impact on others;

Students suggested that splitting the girls from the boys at certain times would allow for more open discussion of sensitive topics.

The fact that there is conflict between what some students are saying the school does well, and others are saying the school could do better, suggests that we need to do more, be more consistent, and do things differently (where appropriate).

**We will be updating students (and parents via the bulletin) as to the changes which this survey have implemented over the coming weeks and months.**

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