

# **Child on Child Abuse / Sexual Violence and Harassment Policy**

Southend High School for Girls Academy Trust



## Southend High School for Girls Academy Trust

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<b>Child on Child Abuse / Sexual Violence and Harassment Policy</b>	<b>Date first issued</b>  <b>November 2021</b>	<b>Page 2 of 23</b>

**Reviewing authority:**

<b>Date for review</b>	<b>Reviewed Annually by</b>	<b>Reviewed by Board</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>Date of new edition</b>
<b>November 2021</b>	<b>Full Governors</b>	<b>30/11/2021</b>			*	<b>30/11/2021</b>
<b>May 2022</b>	<b>Full Governors</b>	<b>24/05/2022</b>		*		<b>24/05/2022</b>
<b>November 2022</b>	<b>Full Governors</b>	<b>29/11/2022</b>	*			<b>29/11/2022</b>
<b>February 2024</b>	<b>Slaughter (Chair of Governors) 4.3.24</b>	<b>12/04/2024</b>	*			
<b>September 2024</b>	<b>Full Governors</b>	<b>24/09/2024</b>	*			<b>24/09/2024</b>

**A = accepted with no amendments**

**B = accepted with amendments**

**C = new edition created**

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## Introduction

Southend High School for Girls recognises that children are vulnerable to and capable of abusing their other children. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child abuse will not be tolerated or passed off as part of “banter” or “growing up”. We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery including that produced using AI
- Up skirting
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Radicalisation
- Abuse in intimate relationships between peers
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used by for bullying and other abusive behaviour
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti- bullying policy, child protection policy and online safety policy.

We understand child on child abuse, sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing. Sexual harassment and sexual violence may also occur online and offline.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported and that it is more likely that girls will be victims and boys’ perpetrators.

This policy concentrates on child on child abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on peer-on-peer abuse as set out in Keeping Children Safe in Education (September 2024).

## Aims

The policy will:

- Set out our strategies for preventing, identifying and managing child on child abuse
- Take a contextual approach to safeguarding all children and young people involved, acknowledging that children who have allegedly abused other children or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

## Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB).

The NSPCC definition of HSB is "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult." We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours. (Appendix 1 and the Brook Traffic lights Appendix 2)

## Vulnerable groups

We recognise that all children can be at risk, however, we acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities). Children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also

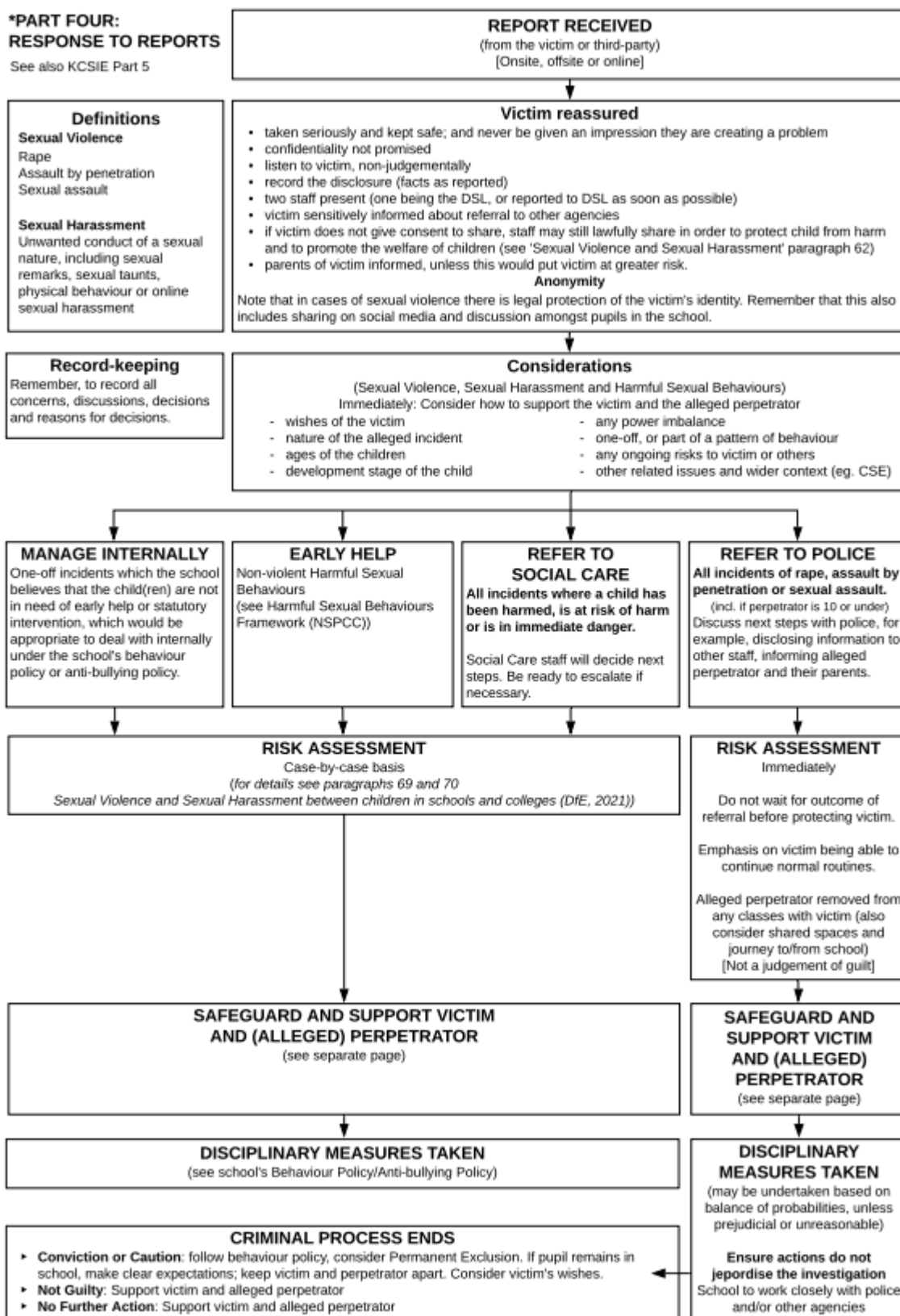
indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

### Responding to Alleged Incidents

#### Responding to reports of sexual violence and sexual harassment

All reports of child on child abuse will be managed on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required. We will follow the flow chart below.

**\*PART FOUR:  
RESPONSE TO REPORTS**  
See also KCSIE Part 5



**Source:**

\*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

SVSH Flow Chart for Schools 2021 v.1.0

## The immediate response to a report

- The school will take all reports seriously and will reassure the victim that and that they will be supported and kept safe.
- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated lead or social care) staff will however only share the report with those people who are necessary to progress it.
- A written report will be made on CPOMS as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
- Where the report includes an online element the school will follow advice on searching screening and confiscation. Staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.
- The DSL will be informed as soon as possible.

## Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. The time and location of the incident will be included in the risk assessment. Subsequent risk assessments will include any actions required to make the location safer. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- Identify any necessary support for siblings and consider intra-familial harms

Risk assessments will be recorded electronically on CPOMS and be kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

## Action following a report of sexual violence and/or sexual harassment

Following an incident we will consider:



- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children, adult students or school staff; and other related issues and wider context?

## Follow up Actions

### Children sharing a classroom

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police:

- The perpetrator will be removed from any classes they share with the victim.
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

## Options to manage the report

### Manage internally

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, via our behaviour and bullying policies and by providing pastoral support. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these

decisions will be recorded and stored by a member of the designated team on CPOMS.

2. In line with 1 above, we may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non violent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH following locally agreed protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law. Advice should be sought from the designated safeguarding lead (or deputy), who should consider the following:

parents or carers should normally be informed (unless this would put the victim at greater risk)

- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

KCSIE 2024 sets out in greater detail how schools and colleges should respond to reports of sexual violence and sexual harassment. We will follow the steps in this guidance when responding to incidents.

### Reporting to the Police

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the police, the school or college will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity. Where there is a criminal investigation we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

### **The end of the criminal process**

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children. We will consider any suitable action following our behaviour policy. If the perpetrator remains in the school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate with regard to the perpetrator's timetable.

We will ensure all children involved are protected, especially from any bullying or harassment (including online).

Where cases are classified as “no further action” by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

### Support for Children Affected by Sexual Assault

Support for victims of sexual assault is available from a variety of agencies (see Appendix 5).

We will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family.

If they are moved we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

Where there is a criminal investigation the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings. We will work closely with the police.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if it has not already, consider any

suitable sanctions in light of our behaviour policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases. Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

All of the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements will be kept under review.

## Physical Abuse

While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix 1) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning

- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

## Online Behaviour

Many forms of child on child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. Policies and procedures concerning this type of behaviour can be found in the behaviour policy, antibullying policy, online safety policies and child protection policy.

## Prevention

Southend High School for Girls actively seeks to raise awareness of and prevent all forms of child on child abuse by:

Educating all Governors, Senior Leadership Team, staff and students about this issue. This will include training all Governors, Senior Leadership Team and staff on the nature, prevalence and effect of child on child abuse, and how to prevent, identify and respond to it. This includes:

- Contextual Safeguarding
- The identification and classification of specific behaviours
- The importance of taking seriously all forms of child on child abuse (no matter how low level they may appear) and ensuring that no form of child on child abuse is ever dismissed as banter or teasing.
- Educating children about the nature and prevalence of child on child abuse via PSHE and the wider curriculum.
- Students are informed about the school's approach to such issues, including its zero tolerance policy towards all forms of child on child abuse.
- Consulting Parents on PSHE/RSE policies
- Ensuring that all child on child abuse issues are reported to the school's safeguarding team so that they can spot and address any concerning trends and identify students who maybe in need of additional support
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom)
- Working with Governors, Senior Leadership Team, all staff, students and parents to promote positive values, and to encourage a culture

of tolerance and respect amongst all members of the school community

- Creating conditions in which our students can aspire to and realise safe and healthy relationships
- Creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to
- Responding to cases of child on child abuse promptly and appropriately

### Multi-agency working

The school actively engages with its local partners in relation to child on child abuse, and works closely with Southend Safeguarding Children Partnership (SSPC), children's social care across several different local authorities, and/or other relevant agencies, and other schools.

The relationships the school has built with these partners are essential to ensuring that we are able to prevent, identify early and appropriately handle cases of child on child abuse. They help us to develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist.

The School actively refers concerns/allegations of child on child abuse where necessary to children's social care, and/or other relevant agencies. Children resident out of borough but attending Southend High School for Girls will be reported to their home MASH or equivalent Social Care. In cases involving children who are subject to risk, harm and abuse and who have LAC status, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

### Linked policies

- Behaviour and rewards Policy
- Safeguarding and Child Protection Policy
- Anti Bullying Policy
- Relationships and Sex Education Policy
- PSHE Policy
- Online Safety Policy

## Appendix 1: Hackett's Sexual Behaviours Continuum

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

<b>Normal</b>	<b>Inappropriate</b>	<b>Problematic</b>	<b>Abusive</b>	<b>Violent</b>
Developmentally expected	<ul style="list-style-type: none"><li>• Single instances of inappropriate sexual behaviour</li></ul>	<ul style="list-style-type: none"><li>• Problematic and concerning behaviours</li></ul>	<ul style="list-style-type: none"><li>• Victimising intent or outcome</li></ul>	<ul style="list-style-type: none"><li>• Physically violent sexual abuse</li></ul>
Socially acceptable	<ul style="list-style-type: none"><li>• Socially acceptable behaviour within peer group</li></ul>	<ul style="list-style-type: none"><li>• Developmentally unusual and socially unexpected</li></ul>	<ul style="list-style-type: none"><li>• Includes misuse of power</li></ul>	<ul style="list-style-type: none"><li>• Highly intrusive</li></ul>
Consensual, mutual, reciprocal	<ul style="list-style-type: none"><li>• Context for behaviour may be inappropriate</li></ul>	<ul style="list-style-type: none"><li>• No overt elements of victimisation</li></ul>	<ul style="list-style-type: none"><li>• Coercion and force to ensure victim compliance</li></ul>	<ul style="list-style-type: none"><li>• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator</li></ul>
Shared decision making	<ul style="list-style-type: none"><li>• Generally consensual and reciprocal</li></ul>	<ul style="list-style-type: none"><li>• Consent issues may be unclear</li><li>• May lack reciprocity or equal power</li><li>• May include levels of compulsivity</li></ul>	<ul style="list-style-type: none"><li>• Intrusive</li><li>• Informed consent lacking, or not able to be freely given by victim</li><li>• May include elements of expressive violence</li></ul>	<ul style="list-style-type: none"><li>• Sadism</li></ul>

[Harmful sexual behaviour framework: an evidence-informed operational framework for children and young people displaying harmful sexual behaviours \(nspcc.org.uk\)](https://www.nspcc.org.uk)



## Appendix 2: Brook sexual behaviours traffic light tool

0-4 years		
<ul style="list-style-type: none"> <li>• Comfortable being nude</li> <li>• Body touching and holding own genitals</li> <li>• Unselfconscious masturbation</li> <li>• Interest in body parts and functions</li> <li>• Wanting to touch familiar children's genitals during play, toilet or bath times</li> <li>• Participation in games involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine"</li> <li>• Asking about or wanting to touch the breasts, bottoms or genitals of familiar adults e.g. when in the bath or shower</li> <li>• Supervised online communication with family or known peers</li> </ul>	<ul style="list-style-type: none"> <li>• Masturbation in preference to other activities</li> <li>• Preoccupation with sexual behaviours</li> <li>• Explicit sexual talk, art or play</li> <li>• Persistently watching or following others into private spaces e.g. toilets, bathrooms to look at them or touch them</li> <li>• Pulling other children's pants down or skirts up against their will</li> <li>• Touching the genitals/private parts of other children in preference to other activities</li> <li>• Attempting to touch or touching adults on the breasts, bottom, or genitals in ways that are persistent and/or invasive</li> <li>• Touching the genitals/private parts of animals after redirection</li> <li>• Recurrent urinary tract infections</li> <li>• Communicating online with known people which may include giving out personally identifying details</li> </ul>	<ul style="list-style-type: none"> <li>• Compulsive masturbation which may be self-injurious, of a persistent nature or duration</li> <li>• Persistent explicit sexual themes in talk, art or play</li> <li>• Disclosure of sexual abuse</li> <li>• Simulation of sexual touch or sexual activity</li> <li>• Persistently touching the genitals/private parts of others</li> <li>• Forcing other children to engage in sexual activity</li> <li>• Sexual behaviour between young children involving penetration with objects, masturbation of others, oral sex</li> <li>• Indication of a sexually transmitted infection</li> <li>• Communicating online with known and unknown people which may include giving out personally identifying details and / or sexual images or videos</li> </ul>

## 5-7 years

<ul style="list-style-type: none"> <li>Increased sense of privacy about bodies</li> <li>Body touching and holding own genitals</li> <li>Masturbation with increasing awareness of privacy</li> <li>Curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine"</li> <li>Curiosity about sexuality e.g., questions about babies, gender, relationships, sexual activity</li> <li>Telling stories or asking questions, using swear words, 'toilet' words or names for private parts</li> <li>Kissing or holding hands with known peers</li> <li>Mimicking or acting out observed behaviours such as pinching a bottom</li> <li>Supervised online communication with family or known peers</li> </ul>	<ul style="list-style-type: none"> <li>Persistent rubbing / touching own genitals after redirection</li> <li>Masturbation in preference to other activities in public; with others and/or causing self-injury</li> <li>Explicit talk, art or play of sexual nature</li> <li>Playing / attempting to play "show me yours and I'll show you mine" games with significantly older or younger children</li> <li>Persistent attempts to touch the genitals of other children</li> <li>Persistent interest in touching or viewing other people's private body parts / private activities</li> <li>Persistent questions about sexuality despite being answered</li> <li>Persistent nudity and/or exposing private parts in public places</li> <li>Touching genitals/private parts of animals after redirection</li> <li>Recurrent urinary tract infections</li> <li>Communicating online with known people which may include giving out personally identifying details</li> </ul>	<ul style="list-style-type: none"> <li>Rubbing / touching own genitals to the exclusion of usual activities</li> <li>Masturbation that is compulsive, self-injurious, self-harming, or seeking an audience</li> <li>Rubbing own genitals on other people</li> <li>Disclosure of sexual abuse</li> <li>Simulation of sexual touch or sexual activity</li> <li>Forcing other children to play sexual games</li> <li>Sexual knowledge beyond expected for age or stage of development</li> <li>Indication of a sexually transmitted infection</li> <li>Excessive talk about sex and sexual activity</li> <li>Communicating online with known and unknown people which may include giving out personally identifying details and / or sexual images or videos</li> </ul>
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## 8-12 years

<ul style="list-style-type: none"> <li>• Growing need for privacy</li> <li>• Masturbation, with increasing awareness of privacy</li> <li>• Curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine" games with peers</li> <li>• Showing curiosity about private parts but having a respect for the privacy of others</li> <li>• Hugging, kissing, flirting, touching with known peers</li> <li>• Interest and/or participation in a relationship with a peer of any gender</li> <li>• Curiosity and seeking information about sexuality</li> <li>• Use of sexual language</li> <li>• Exhibitionism amongst same age peers within the context of play e.g. occasional flashing or mooning</li> <li>• Communicating online with family and known peers</li> </ul>	<ul style="list-style-type: none"> <li>• Masturbation in preference to other activities, in public and/or causing self-injury</li> <li>• Persistent explicit talk, art or play which is sexual or sexually intimidating</li> <li>• Intentional viewing of other people's private body parts / private activities</li> <li>• Marked changes to behaviour e.g. mimicking older or adult flirting behaviours, seeking relationships with older children or adults in preference to peers</li> <li>• Simulation of sexual activities e.g. oral sex, sexual intercourse with clothes on</li> <li>• Mutual /self-masturbation with known and unknown peers</li> <li>• Hugging, kissing, flirting, touching with unknown peers</li> <li>• Accessing age restricted materials e.g. movies, games, internet with sexually explicit content</li> <li>• Persistent expression of fear of sexually transmitted infection or pregnancy</li> <li>• Recurrent urinary tract infections</li> <li>• Communicating online with known people which may include giving out personally identifying details</li> </ul>	<ul style="list-style-type: none"> <li>• Compulsive masturbation e.g. self-harming, seeking an audience</li> <li>• Persistent bullying involving sexual aggression e.g. pulling/lifting/removing other children's clothing, sexually threatening notes, sending sexually explicit material, drawings, text messages</li> <li>• Degrading or humiliating self or others using sexual themes</li> <li>• Disclosure of sexual abuse</li> <li>• Accessing the rooms of sleeping children to touch or engage in sexual activity</li> <li>• Touching another person's genitals without permission</li> <li>• Sexual activity or penetration with animals, dolls/stuffed toys</li> <li>• Participating in or simulating intercourse and/or oral sex with known or unknown peers with clothes off</li> <li>• Sexual activity in exchange for material items or privileges</li> <li>• Indication of sexually transmitted infection or pregnancy</li> <li>• Communicating online with unknown people which may include giving out personally identifying details</li> <li>• Communicating online with known and unknown people to send or publish sexual images, videos or audio of self or another person</li> </ul>
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## 13-15 years

- Need for privacy
- Masturbation in private
- Accessing information about sex and sexuality
- Viewing age and developmentally appropriate materials for sexual arousal e.g. music videos, magazines, movies
- Sexually explicit mutual conversations and/or use of humour and obscenities with peers
- Interest and/or participation in a relationship with a peer of any gender
- Mutually consenting sexual activity for pleasure, in private, with a known peer of similar age/developmental ability
- Communicating online with peers
- Arranging a meeting with a known peer, who they communicate with online, with the knowledge of a known adult

- Sexual preoccupation which interferes with daily functioning
- Sexual activity with a person of more than two years age difference, developmental ability and/or peer grouping
- Viewing age and developmentally inappropriate materials for sexual arousal e.g. music videos, magazines, movies
- Indication of sexually transmitted infection or pregnancy
- Viewing of others while they are engaged in sexual activity or nudity
- Explicit communications, art or actions which are obscene or sexually intimidating
- Exposure of private parts in a public place with peers e.g. flashing
- Recurrent urinary tract infections
- Communicating online with unknown people which may include giving out personally identifying details
- Communicating online to send or publish sexual images, videos or audio of self or another person with or without their consent
- Arranging a meeting with an online acquaintance accompanied by a peer or known adult

- Compulsive masturbation e.g. self-harming, in public, seeking an audience
- Engaging vulnerable others in a process to gain sexual gratification by using grooming techniques, e.g. gifts, lies, flattery
- Force or coercion of others into sexual activity
- Disclosure of sexual abuse/sexual assault
- Sexual activity or penetration with animals, dolls / stuffed toys
- Unsafe sexual activity, including unprotected sex, sexual activity while intoxicated, multiple partners and/or frequent change of partner
- Sexual activity in exchange for material items or privileges
- Sexual contact with others of significant age and/or developmental ability
- Creating, possessing, accessing or sending child exploitation materials e.g. photos of children naked or in sexual activities
- Harassing or coercing others to take or send sexual images videos or audio
- Deliberately sending and/or publishing sexual images videos or audio of another person without their consent
- Arranging a meeting with an online acquaintance unaccompanied by a peer or known adult

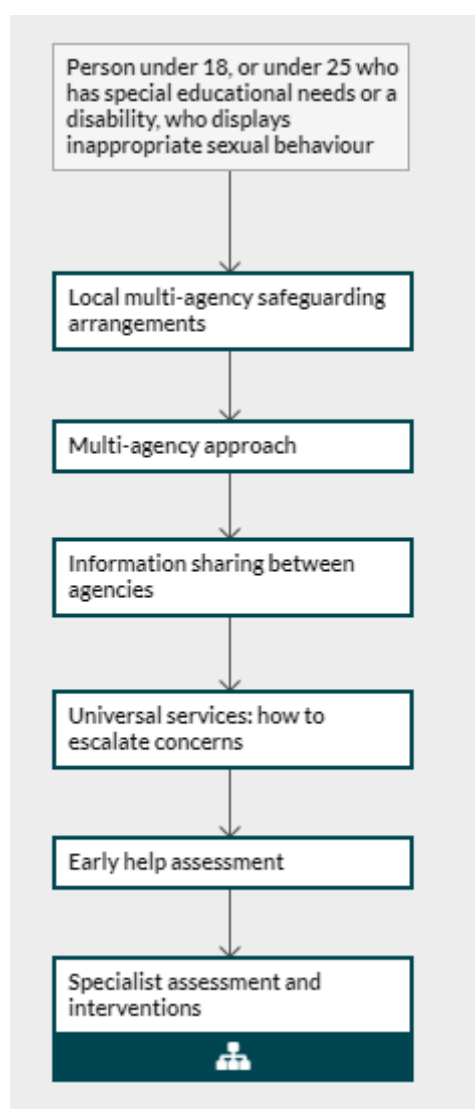
## 16-18 years

- Need for privacy
- Masturbation in private
- Accessing information about sexuality
- Viewing materials for sexual arousal e.g. music videos, magazines, movies
- Sexually explicit mutual conversations and/or use of humour and obscenities with peers
- Interest and/or participation in a relationship with a person of any gender
- Mutually consenting sexual activity for pleasure, in private, with a partner of similar developmental ability
- Communicating online with peers
- Arranging a meeting with an online acquaintance accompanied by a known peer or adult

- Sexual preoccupation which interferes with daily function
- Viewing of others while they are engaged in sexual activity or nudity
- Explicit communications, art or actions which are obscene or sexually intimidating
- Sexual activity in exchange for material items or privileges
- Exposure of private parts in a public place with peers e.g. flashing
- Unsafe sexual behaviour, including unprotected sex, sexual activity while intoxicated, multiple partners and/or frequent change of partner
- Indication of sexually transmitted infection or unplanned pregnancy
- Arranging a meeting with an online acquaintance with the knowledge of a known peer or adult

- Compulsive masturbation e.g. self-harming, in public, seeking an audience
- Preoccupation with sexually aggressive and/or illegal pornography
- Disclosure of sexual abuse/sexual assault
- Sexual contact and activities with animals
- Forcing or manipulating others into sexual activity
- Engaging others in a process to gain sexual gratification by using grooming techniques e.g. gifts, manipulation, lies
- Creating, possessing, accessing or sending child exploitation materials
- Harassing or coercing others to take or send sexual images videos or audio
- Deliberately sending or publishing sexual images videos or audio of another person without their consent
- Arranging a meeting with an online acquaintance without the knowledge of a known peer or adult

### Appendix 3: National Institute for Health and Care Excellence (NICE) Harmful sexual Behaviour among children and young people overview



### Appendix 4: Useful Publications and Websites

- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Preventing Youth Violence and Gang Involvement Home Office Document  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)
- Preventing and Tackling Bullying in Schools DfE 2017
- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Sharing nudes and semi-nudes: advice for education settings working with children and young people DfE 2020

- <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- Preventing abuse among children and young people guidance from stop it now
- [https://www.bing.com/aclk?ld=e8g6J\\_EvlwWQDOdR3kX8IFYTVUCUzhly9gtUaDdceNT8u-J9jsuNFPMOu5wAsC8ieua9R8l4GFiM6Kp4ZbHikF96VHTd9m4ZM-4qrrfjwXD83Fjv6vMKjcQt6\\_yrM4G\\_45STX\\_I-ZAkXgscae606ePoas6YgWBTRPAh73bLVmkC5y\\_ylXkc1xjrOyxi8nZziw49i1Fog&u=aHR0cHMIM2ElMmYIMmZ3d3cuc3RvcGl0bm93Lm9yZy51ayUyZmhlbHBsaW5lJTJmJTNmX3NvdXJjZSUzZGJpbmclMjZ1dG1fbWVkaXVtJTnkYWQIMjZ1dG1fY2FtcGFpZ24lM2RzdG9wLWhlbHBsaW5l&rlid=54401915e2f214b2fb32788ebd0edf2d&ntb=1](https://www.bing.com/aclk?ld=e8g6J_EvlwWQDOdR3kX8IFYTVUCUzhly9gtUaDdceNT8u-J9jsuNFPMOu5wAsC8ieua9R8l4GFiM6Kp4ZbHikF96VHTd9m4ZM-4qrrfjwXD83Fjv6vMKjcQt6_yrM4G_45STX_I-ZAkXgscae606ePoas6YgWBTRPAh73bLVmkC5y_ylXkc1xjrOyxi8nZziw49i1Fog&u=aHR0cHMIM2ElMmYIMmZ3d3cuc3RvcGl0bm93Lm9yZy51ayUyZmhlbHBsaW5lJTJmJTNmX3NvdXJjZSUzZGJpbmclMjZ1dG1fbWVkaXVtJTnkYWQIMjZ1dG1fY2FtcGFpZ24lM2RzdG9wLWhlbHBsaW5l&rlid=54401915e2f214b2fb32788ebd0edf2d&ntb=1)
- NSPCC Harmful sexual behaviour
- <https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour>
- Relationship Education, Relationship and Sex Education DfE 2021
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Ofsted's review of Sexual Abuse in schools and colleges
- <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>
- Anti Bullying Alliance
- <https://anti-bullyingalliance.org.uk/>
- Beyond Referrals – Levers for addressing Harmful sexual behaviours in schools toolkit
- [https://www.csnetwork.org.uk/assets/documents/CSN\\_BeyondReferrals\\_SchoolsGuidance\\_ARTWORK.pdf](https://www.csnetwork.org.uk/assets/documents/CSN_BeyondReferrals_SchoolsGuidance_ARTWORK.pdf)

## Appendix 5: helplines and Support for young people local and national

- Childline: <https://www.childline.org.uk/get-support/>
- NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/our-services/nspcc-helpline/>
- Barnardo's: <https://www.barnardos.org.uk/what-we-do/protecting-children/sexual-abuse>
- Safeline: <https://www.safeline.org.uk/what-we-do/young-people/>
- <https://www.safe4me.co.uk/support-services/>

- Safe4Me provides an A-Z directory listing details of national and local services offering specialist support, advice and resources for children and young people, families and professionals on a broad range of needs, concerns and topics.
- Victim Support [Sexual harassment - Victim Support](#)
- Rape Crisis <https://rapecrisis.org.uk/>
- Rape Crisis Southend on Sea <https://www.sosrc.org/about-sosrc/>
- Sexual Assault Referral Centres (SARC) – Centres can be found through a location search at:
- <https://www.nhs.uk/service-search/other-services/Rape-and-sexual-assault-referral-centres/LocationSearch/364>
- <https://www.iwf.org.uk/> Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.
- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online/Childline/>
- Remove is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.



## Appendix 6: School Safeguarding Procedures Flowchart

