



HuishEpiscopi

ACADEMY PROCEDURE

Child on Child Abuse

June 2021



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CHILD ON CHILD ABUSE				
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Notes				

Child on Child Abuse

This Guidance and Procedure is aligned to the Somerset Policy on the partnership board <https://sscb.safeguardingsomerset.org.uk/> and should be read in conjunction with the Huish Episcopi Academy Safeguarding Policy (2021 reviewed annually).

Please Note: This policy remains current and in line with the statutory guidance contained within Keeping Children Safe in Education 2020, Working Together to Safeguard Children 2018.

KCSIE 2020 was republished as of January 2021 (post EU exit)

What is Child on Child Abuse?

All children are capable of abusing their peers. This can manifest itself in a whole spectrum of behaviours including:

- bullying including cyberbullying
- sexual violence and harassment
- physical abuse
- sexting
- up skirting (now a criminal offence and has reporting requirements)
- initiation /hazing type violence and rituals

Staff need to be aware of this policy and ensure they are part of the required everyday practice to act on any reports of Child on Child abuse.

Students also need to know how to report concerns and know that they will be listened to and supported.

These should include:

- procedures to minimise the risk of Child on Child abuse
- how allegations are recorded, investigated and dealt with
- clear processes as to how victims, perpetrators and any other children affected will be supported
- recognition of the gendered nature of Child on Child abuse but recognising that all forms of this behaviour are unacceptable and will be taken seriously

This policy reflects and has been adapted to fit the age and developmental stage and understanding of the student group at Huish Episcopi Academy.

Additional areas for consideration of the age group¹ this policy is aimed at can be found in Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance 2018 www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

¹ Simon Hackett (2010) continuum model

A Whole School Policy

Whilst Huish Episcopi Academy covers many aspects of Child on Child abuse in other policies such as the whole school behaviour policy, the anti-bullying policy and the online safety policy (cyberbullying and sexting), Huish Episcopi Academy needs to be clear about its strategies around wider behaviours including sexist and sexual bullying, sexual harassment, sexual violence.

Some useful definitions:

Sexual Harassment

This can be defined as ‘unwanted conduct of a sexual nature’ that can occur online and offline. In this guidance this means in the context of Child on Child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

It can include

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. This is also known as youth produced sexual imagery.

Advice for Schools and Colleges on managing and responding to Sexting Incidents is available at SWGfL: <https://swgfl.org.uk/magazine/managing-sexting-incidents/>

Up skirting

This typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. Cases of ‘up skirting’ have a mandatory requirement to be reported.

Sexual Violence

In this guidance this refers to sexual violence in the context of Child on Child sexual violence. Children can and do abuse other children. Sexual violence covers a spectrum of behaviour. It can refer to sexual offences under the Sexual Offences Act 2013. This includes: -

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

It is important to know that: -

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;
- Sexual intercourse without consent is rape.

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (DSL) (or deputy (DDSL)) should be involved and leading Huish Episcopi Academy's response. If in any doubt, they should seek expert advice.

Huish Episcopi Academy considers sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

Useful guidance can be found in: -

NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework:

www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf

The Brook Sexual Behaviours Traffic Light Tool can also be very helpful in identifying sexual behaviours by children

www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Hazing/Initiation

The practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Contextual Safeguarding

All staff, but especially the DSL/DDSL should be considering the context within which incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Additional considerations for Huish Episcopi Academy

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be

considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Huish Episcopi Academy will ensure that its response to sexual violence and sexual harassment between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

Prevention

As well as having strategies for dealing with incidents, Huish Episcopi Academy will consider what it can do to foster healthy and respectful relationships between boys and girls including through Relationship and Sex Education and Personal Social Health and Economic education. The most effective preventative education programme will be through a whole-school approach that prepares pupils for life in modern Britain. Huish Episcopi Academy will have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by Huish Episcopi Academy's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum. Such a programme should be developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and may tackle such issues as:

- healthy and respectful relationships
- what respectful behaviour looks like?
- consent
- gender roles, stereotyping, and equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment is always wrong
- addressing cultures of sexual harassment

Huish Episcopi Academy delivers this currently through planned, high-quality, Sex and Relationship Education (SRE) and Personal, Social, Health and Economic (PSHE) education.

The Department for Education introduced compulsory Relationships and Sex Education (RSE) and Health Education for secondary pupils from September 2020. NB Because of the Coronavirus pandemic, implementation was delayed until September 2021.

Child on Child abuse/sexual harassment and violence

Introduction

Huish Episcopi Academy recognises that children are vulnerable to and capable of abusing their peers. 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
- up skirting
- bullying
- radicalisation
- abuse in intimate relationships
- children who display sexually harmful behaviour
- gang association and serious violence (County Lines)
- technology can be used for bullying and other abusive behaviour

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.

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 Child on Child abuse as set out in Keeping Children Safe in Education (January 2020) and should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

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 their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peers, parents or adults in the community.

Understanding 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.

The 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 Academy are adopting the NSPCC definition of HSB as: -

"Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

The Academy will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours (Appendix 1).

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 (Special Educational Needs (SEN) and/or disabilities); children who identify or are perceived as Lesbian, Gay, Bisexual and Trans (LGBT) and/or have other protected characteristics under the Equalities Act 2010.

Whilst research tells us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools this is not confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience Child on Child abuse, but they do so in gendered ways.

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 of sexual violence and sexual harassment

All reports of Child on Child abuse will be made on a case by case basis with the DSL/DDSL taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

The immediate response to a report

- Huish Episcopi Academy will take all reports seriously and will reassure the victim 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 DSL or social care) but staff will only share the report with those people who are necessary to progress it.
- a written report will be made during or 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. 'My Concern' should be used to record all the relevant information
- where the report includes an online element Huish Episcopi Academy will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if the DSL/DDSL is present.
- the DSL will be informed as soon as possible by using My Concern and if appropriate the Urgent action flag.

Risk Assessment

When there has been a report of sexual violence, the DSL/DDSL will make an immediate risk and needs' assessment. 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; and
- all the other children (and, if appropriate, adult students and staff) at Huish Episcopi Academy, especially any actions that are appropriate to protect them;

Risk assessments will be recorded in My Concern (as well as on the Academy spread sheet Peer-Peer abuse) and be kept under review.

The DSL/DDSL will ensure they are engaging with all of the relevant outside agencies e.g. Police/Children's Social Care (CSC).

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 or college staff and other related issues and wider context?

Follow up Actions

Children sharing a classroom:

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

- the **alleged** 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 Academy premises and on transport to and from the Academy

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. We will liaise with parents / carers for pupils not on designated transport.

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, perhaps through utilising the 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 the DSL/DDSL/Pastoral Team in My Concern.

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. Examples of early help might include referrals to the Academy link nurse and the Academy PFSA for intervention/Gift Work.

3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the Police/CSC following locally agreed protocols.

Where statutory assessments are appropriate, the DSL/DDSL 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.

Reporting to the Police

The DSL/DDSL will follow the established processes for referrals (through 101 if there is no immediate danger to generate a reference number).

Where a report of rape, assault by penetration or sexual assault is made, the starting point is that 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 Academy will consult the police and agree what information can be disclosed to staff and others, 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 (including 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 Academy 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 Academy will update its risk assessment and 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 Academy 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 about the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the Academy. We will make every effort to ensure all children involved are protected, especially from any bullying or harassment (including online) through regular meetings with the pupil and parents / carers.

Where cases are classified as "no further action" (NFA'd) 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 2).

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 Academy 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 or college 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 we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the Academy, 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 Academy 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 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 should 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 students to students 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.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

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 Academy anti-bullying policy, online safety policy and child protection policy)

Prevention

Huish Episcopi Academy actively seeks to raise awareness of and prevent all forms of Child on Child abuse by:

- educating all Governing Board Directors, Senior Leadership Team, staff and volunteers, students, and parents about this issue. This will include training all Directors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of Child on Child abuse, and how to prevent, identify and respond to it. This includes:
 - (a) contextual safeguarding;
 - (b) the identification and classification of specific behaviours; and
 - (c) 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 horseplay or teasing
- educating children about the nature and prevalence of Child on Child abuse via PSHE and the wider curriculum
- students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- they are regularly informed about the Academy's approach to such issues, including its zero-tolerance policy towards all forms of Child on Child abuse.
- engaging parents on this issue by:
 - talking about it with parents, both in groups and one to one
 - ensuring that all Child on Child abuse issues are fed back to the DSL/DDSL so that they can spot and address any concerning trends and identify students who may be in need of additional support. This is done by way of a weekly staff meeting at which all concerns about students (including Child on Child abuse issues) are discussed (Student Achievement Meeting (SAM) meeting)
 - challenging the attitudes that underlie such abuse (both inside and outside the classroom)

- 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 and
- responding to cases of Child on Child abuse promptly and appropriately

Multi-agency working

Huish Episcopi Academy actively engages with its local partners in relation to Child on Child abuse, and works closely with relevant agencies, and other schools.

The relationships the Academy has built with these partners are essential to ensuring that the Academy is able to prevent, identify early and appropriately handle cases of Child on Child abuse. They help the Academy:

- (a) 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
- (b) to ensure that our students can access the range of services and support they need quickly
- (c) to support and help inform our local community's response to Child on Child abuse
- (d) to increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our students

The Academy 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 county but attending Huish Episcopi Academy will be reported to their home Children's 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.

Appendix 1 Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that

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

are normal, to those that are highly deviant:

<https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf>

Appendix 2

Useful Publications and Websites Government Publications

Sexual harassment and sexual violence in schools

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Keeping Children safe in Education –

www.gov.uk/government/publications/keeping-children-safe-in-education

Preventing youth violence and gang involvement

www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

Preventing and tackling bullying in schools

www.gov.uk/government/publications/preventing-and-tackling-bullying

Other useful documents

Sexting

Sexting in schools and colleges-Responding to incidents and safeguarding young people

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Child on Child abuse

Farrer & Co - Child on Child abuse toolkit, guidance on peer-on peer abuse policy and template Child on Child abuse policy

[www.farrer.co.uk/Global/Child on Child%20abuse%20toolkit%202014.pdf](http://www.farrer.co.uk/Global/Child%20on%20Child%20abuse%20toolkit%202014.pdf)

Anti-bullying alliance

There are some useful links on the section on sexual bullying:-

Sexual bullying: developing effective anti-bullying practice- A guide for school staff and other professional

What is Age appropriate?

<http://www.stopitnow.org/ohc-content/what-is-age-appropriate>

Brook Traffic lights

<https://www.brook.org.uk/our-work/using-the-sexual-behaviours-traffic-light-tool>

NSPCC-Harmful sexual behaviour

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>

NSPCC –Is this sexual abuse?

<https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplines-report-peer-sexual-abuse.pdf>

Online sexual harassment

Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding

<https://www.childnet.com/our-projects/project-deshame>

Sexism

It's Just Everywhere- a study on sexism in schools –and how we tackle it

<https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf>

Relationship Education , Relationship and Sex Education HMSO

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Team around the School (TAS) <http://professionalchoices.org.uk/early-help/tas/>