

London Borough of Croydon
**Taking Action on Sexual Abuse in
Schools/Colleges Handbook**

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Section 1 - Introduction

The Children's Act 1989 states that schools and colleges have a duty of care to protect children from abuse and in the case of identified or suspected abuse, respond effectively and without delay. Through informed staff, parents and pupils, we can help to reduce the risk of sexual violence and harassment in our schools and colleges and create a generation of young people who embrace healthy and respectful relationships.

The DfE and OFSTED produced clear guidance for schools and colleges to follow ensuring consistency in education across the country. Within this handbook, we will highlight the expectations on schools and colleges to safeguarding pupils of any age from sexual abuse.

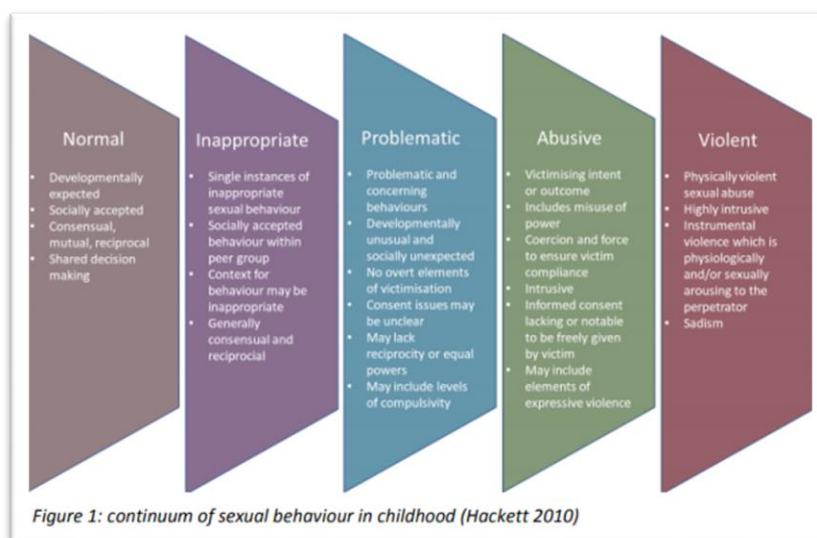
[Keeping Children Safe in Education](#) (KCSIE) provides clear definitions of sexual violence and harassment (*Part 5, Pages 105-109*), expectations of **all** staff in schools and colleges in their response to incidences, and the legal framework around sexual violence and harassment in schools/colleges. Definitions can also be found within the model policy in **section 8** of this handbook.

At any level, whether an isolated incident of inappropriate sexualised language to significant sexual violence, the key messages within the document are *'it could happen here'* and *'that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys".'*

This applies regardless of the type, phase or status of your educational establishment from primary schools to Post 16 AP, all settings must take the relevant steps to ensure they reduce risks around child-on-child abuse and sexual harassment.

[OFSTED's review](#) summarises the concerns as well as providing recommendation of action as you will see below.

The review offers detail around definitions of abuse, linking in with the DfE guidance. It also refers to the following behaviour identifiers to assist in risk assessing incidences that occur in school/college. This helps as a quick reference for staff and can be used with all staff to assist in understanding incidents that occur.



For clarity, the review explains that *The DfE has published guidance for schools and colleges to help them to respond to sexual harassment and sexual violence, including online, between children. This explains that it is an offence for anyone to have any sexual activity with a person under the age of 16 and provides specific protection for children aged 12 and under who cannot legally give their consent to any form of sexual activity. The guidance acknowledges that professionals may be required to make complex decisions in situations of child-on-child sexual harassment and sexual violence, including online. It stresses the importance of effective training and clear policies for staff to help them take a considered and appropriate response.*

General Principles

Alongside these guidance from OFSTED and DfE, it is important schools/colleges do not lose sight of common sense and professional judgement. Safeguarding should always be in the forefront of everything we do. It is not realistic to say we have a 'touch-free' environment, but there should always be the questions:

- What is the purpose of the touch?
- Is it safe and appropriate touch?
- Is it needed within that moment?

When looking at early years and KS1, touch between adults and peers is more frequent and sometimes needed. It could be as simple as holding a child's hand to guide them somewhere or even move them out of dangers way. For children and young people with significant special needs and/or disabilities, touch can be an essential part of their day, for example, as a way of communication or to meet their basic needs.

Other situations may be within PE lessons where there is contact sport for example. Again the approach should be, is it necessary, safe and appropriate, and needed?

There are occasions where schools and colleges will need to challenge this behaviour and this should be in line with their behaviour policy and KCSIE guidance if there is a safeguarding element to the touch. At any time staff or pupils are unsure of the appropriateness of the touch, they should feel they **CAN** speak up, **WILL** be listened to and **action taken** to investigate.

Keeping Children Safe in Education 2023

KCSIE has understandably maintained the content around harmful sexual behaviour in schools and reinforces the message of ensuring all staff have secure understanding around what it means, recognise it could happen in their school and know not to dismiss statements and behaviour as 'banter' or 'boys will be boys etc.

In addition to information within part 1 which all staff **MUST** read and ensure they understand, Part 5 provides a breakdown of information about sexual violence and harassment and staff should also read this and make sure they fully understand it. There are key aspects highlighted within the document around areas such as consent which link to legal definition. It is important schools have a clear understanding of guidance and legislation to be able to act and respond appropriately.

P118 of KCSIE 2023 provides a useful summary of how to manage a classroom following an allegation (*also see below*).

Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

However, reports of rape and assault by penetration are likely to be especially difficult for the victim, and close proximity to the alleged perpetrator(s) is likely to be especially distressing. Whilst the school or college establishes the facts of the case and starts the process of liaising with local authority children's social care and the police, the alleged perpetrator(s) **should** be removed from any classes they share with the victim. The school or college should also **carefully** consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-based activities) and on transport to and from the school or college, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated, reflecting the considerations set out at paragraph 485. The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

(KCSIE 2022, Page 118)

Section 2 – key points lifted from the OFSTED Review June 2021

The OFSTED review providing some startling statistics which must be considered as translatable to schools within Croydon. All schools are expected to take a 'it could happen here' approach.

<p><u>Non-contact forms, but face-to-face:</u> sexist name-calling (92%)</p> <ul style="list-style-type: none"> • Rumours about their sexual activity (81%) • Unwanted or inappropriate comments of a sexual nature (80%) 	<p><u>Non-contact forms, online or on social media:</u> Being sent pictures or videos they did not want to see (88%) Being put under pressure to provide sexual images of themselves (80%) Having pictures or videos that they sent being shared more widely without their knowledge or consent (73%) Being photographed or videoed without their knowledge or consent (59%) Having pictures or videos of themselves that they did not know about being circulated (51%)</p>
<p><u>Contact forms:</u></p> <ul style="list-style-type: none"> • Sexual assault of any kind (79%) • Feeling pressured to do sexual things that they did not want to (68%) • Unwanted touching (64%) 	<p><u>Comments during interviews</u></p> <p><i>Boys were much less likely to think these things happened, particularly contact forms of harmful sexual behaviour</i></p> <p><i>Many children and young people talked about teachers not 'knowing the reality' of their lives or being 'out of date'.</i></p>
<p><i>Generally, older teens (aged 16 and above) were more likely to say that sexual harassment and violence, including online, between peers was prevalent than younger teens (aged 13 to 15) were.</i></p> <p><i>'slag' and 'slut' were commonplace, and that homophobic language was also used in school. Many felt that staff either were not aware of this language, dismissed it as 'banter' or simply were not prepared to tackle it.</i></p> <p><i>Some girls felt uncomfortable when boys walked behind them upstairs and in stairwells where people can see up their skirts from below.</i></p> <p><i>Given that children and young people talked in particular about sexual harassment happening in unsupervised spaces, such as in corridors between lessons, school leaders should identify where there might be 'hot-spots' of poor behaviour and act accordingly.</i></p>	<p><i>Girls in this school described routine name-calling, sexual comments and objectification.</i></p> <p><i>Boys described jokes and compliments – but said that, for them, homophobia and racism were concerns.</i></p> <p><i>LGBTQ+ children and young people in those groups also reported a big gap between staff's knowledge of incidents and their daily experience of harmful sexual behaviour. Homophobic and transphobic insults and bullying in corridors and classrooms and at social times were mentioned as issues in several schools.</i></p> <p><i>In another school, girls said that they were 'touched up' regularly in crowded corridors.</i></p> <p><i>Some children, young people and staff mentioned sexual and sexist comments happening in corridors.</i></p>

These comments are likely to translate to the thoughts, feelings and experiences of children and young people in Croydon schools and colleges. In the appendices there are staff and pupil

survey templates which can be adapted and used by schools and colleges to carry out specific research within their own educational community. The analysis of this should be used to identify and target specific areas to action within your school/college community. **Appendix 1** provides survey templates for staff, pupils aged 11-18 and pupils aged 7-11. In early years, KS1 and with some SEND pupils, it would be more beneficial to gain information through discussion and play based activities due to their age and/or developmental stages.

The Croydon Handbook aims to provide clarity for schools and colleges within the local authority (LA) as well as setting out a consistent framework across the borough.

In response to the comments by staff and pupils interviewed by OFSTED, schools and colleges **should assume** this is also reflective of their establishment and take action to reduce the opportunities for these incidents to take place *alongside* the educational aspect of teaching healthy relationships.

In addition to the OFSTED review published in June 2021, FARRER & Co published [Everyone's Invited](#): OFSTED report – analysis and action plan. What is useful about this report is that it takes each of the recommendations and unpicks it further to ensure full understanding.

Page 13 provides the following 'good practice recommendations' for ensuring the risks of Child-on-child abuse (*now referred to in KCSIE as Child on Child abuse*) and sexual harassment are known, shared and minimised throughout your setting.

- Engaging students in small-group sessions to discuss different forms of harmful sexual behaviour.
- Mapping the school and out-of-school spaces to identify where harmful sexual behaviour takes place.
- Using a curriculum-based approach to tackle a culture where reporting is perceived as "snitching".
- Children having a trusting and positive relationship with an individual staff member.
- Children being aware of previous positive experiences of school responses.
- Teachers showing that they respect students, listen and respond subtly.
- Having staff with a specialist role not linked to teaching or behaviour

As a local authority, we encourage and support ALL schools and colleges to thrive in achieving the 'good practice' recommendations.

A list of schools and colleges submitted in 2022 can be found [here](#).

Section 3 – OFSTED Recommendations

Lifted directly from OFSTED’s Review of sexual abuse in schools and colleges (June 2021), the LA have carefully considered the response needed in supporting schools in identifying and responding to incidences of sexual violence and harassment as well as educating children and young people around healthy relationships and self-help tools.

Some actions are **existing provision** whereas others are **future actions**. The Local Authority see it as their duty to support schools and colleges in implementing the recommendations successfully and below demonstrates what is already in place as well as new actions in response to the OFSTED findings.

Recommendations for schools and colleges from OFSTED	Local Authority Provision and actions to help schools
<ul style="list-style-type: none"> • A carefully sequenced RSHE curriculum, based on the Department for Education’s (DfE’s) statutory guidance that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of ‘nudes’ • high-quality training for teachers delivering sexual abuse lessons • routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse • a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated 	<ul style="list-style-type: none"> • Zoe Barkhammanlow provides support and resources around delivery of the 2020 statutory curriculum for Relationships and Sex Education and Health Education (RSHE). Zoe.Barkhammanlow@croydon.gov.uk. These resources are also within the appendices of this handbook. This covers aspects such as consent, respect, boundaries and secrets as well as online behaviours and gender relations • Self-assessment checklist for provisions to explore what is in place HSB practices and processes. • Delivery by Seaming Pak and Angokonkemten Fada has begun within some schools. seaming.pak@nhs.net angokonkemten.fada@nhs.net • DSL training, DSL check-in., Section 11 safeguarding audit, Safeguarding Case Reviews • A mailbox for schools and colleges to contact the local authority to report significant incidents (including those of HSB) as well as seek guidance and advice for complex concerns and share parental complaints/concerns. Schoolsafeguardingconcerns@croydon.gov.uk • Recording, reporting and use of data to inform and act upon, is explored during safeguarding visits from the LA. • Team Around the School (TAS), Primary and Secondary Inclusive Practice Forums, SEND locality Forums, Safeguarding Case Reviews Monthly,

<ul style="list-style-type: none"> • working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour • support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs • training to ensure that all staff (and governors, where relevant) are able to: <ul style="list-style-type: none"> ○ better understand the definitions of sexual harassment and sexual violence, including online sexual abuse ○ identify early signs of child-on-child sexual abuse ○ consistently uphold standards in their responses to sexual harassment and online sexual abuse 	<p>Case study groups to start 2023</p> <ul style="list-style-type: none"> • Every Term DSL check-in with Education, social care, early help and police representative. Additional information from the gangs team. • Guest speakers include 'Talk Consent' and 'NSPCC' • Termly DSL forum run by Octavo with guest speakers from a range of partner agencies. CSCP website has been revamped including frequent training offers, regular emails with new links, contacts, and resources. • Every Half Term DSL check-in with Education, social worker, and early help representative. • New Online safety pack for 2023 to be available for schools and colleges will include HSB and harassment. • Ready prepared slideshow with script for DSLs or Head Teachers to deliver to ALL staff and governors provided by Croydon LA (see appendices) • LA safeguarding lead with other services such as Violence reduction unit and FJC continue to review training offers. • Guidance provided to schools during Education Safeguarding visits including signposting to services/resources.
<p>Recommendations for Multi-Agency Partners</p>	<p>Local Authority Provision and actions</p>
<ul style="list-style-type: none"> • work to improve engagement with schools of all types in their local area, tailoring their approach to what their analysis (produced in partnership with schools/colleges and wider safeguarding partners) indicates are the risks to children and young people in their local area 	<ul style="list-style-type: none"> • Point of contact via the Education Safeguarding Lead with the back up of the officer in MASH. • Multi-agency collaboration of cases into MASH providing a holistic approach to safeguarding. • All schools in the Croydon area, LA maintained, academy trusts and independent have access to all resources shared, training and events. • Partnership agencies e.g., Mental Health services, children's social care, gangs' team and Police, attend DSL forums where appropriate to education schools on specific areas and maintain positive partnership links. • CSCP website has both a Child Sexual Abuse Hub and Safeguarding in Education Toolkit to support professionals. • Parent Zone Local continuing into 2023/4

	<ul style="list-style-type: none"> • online safety multi-agency sub-group relaunched and will include a new online safety pack for schools and colleges. • 14 School police officers attached to specific High schools as well as community officer • All Croydon schools have a linked locality officer with contact details for advice and support. • Screening knife crime operations in schools, also used as an engagement activity for police or build relationships with the school pupil community. • Schools can request a talk from officers if there is an escalating concern, can be with targeted groups. • Youth engagement outreach work, mobile youth work circulating the borough. • Gangs Team, CLIP, and youth engagement team • Safe and well-being workshops for Y5-Y9 pupils • Education Safeguarding Lead and Strategic Lead for Behaviour and Safeguarding meet weekly with the Safer Schools Sergeants.
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In addition to the recommended actions, Croydon schools and colleges should respond directly to specific issues identified within their environment. Some issues to consider are:

- Online sexual harassment – **LA document to be provided for 2023-24**
- What happens outside of school directly impacts the young person in school and potentially other students.
- Sexual abuse within CCE and gangs
- 'Invisible' spaces such as corridors, toilets
- Same-sex child-on-child abuse
- Homophobic or racially motivated sexual abuse
- Sexual harassment or abuse from student to staff or visa versa.
- Staff confidence in identifying and acting upon incidences as they occur. Is there an need for further training?

This is by no means an exhausted list and school surveys will be an informative way of creating a tailored approach to the challenges specific to their school/college.

[Beyond Referrals](#) provides a self-assessment tool which schools and colleges can use to analyse their existing practice on harmful sexual behaviours and set themselves actions on areas to develop. In addition, there is a self-assessment tool this document which will assist provisions in RAG rating current practice as well as identify gaps. (See appendix 10)

Section 4 – Breaking Down the Barriers around Reporting Sexual Abuse in School/College

Through direct discussions with young people, OFSTED identified barriers that prevent children and young people from reporting sexual violence and harassment.

The Croydon self assessment S11 audit identified the following actions that schools and colleges are taking to tackle to issue of child-on-child abuse.

- 97% have accessed staff training on child-on-child abuse.
- 99% of schools report that teaching consent is part of their curriculum.
- 406 incidences of child-on-child harmful sexual behaviour. This is compared to 223 incidents in the previous year.

The data shows this last academic year has seen a significant increase in numbers which not only indicates improved staff knowledge on identifying and addressing the issue, but also indicates more young people are coming forward and having their voice heard. As much as this is encouraging, the Local Authority in partnership with schools/colleges continue to need to find ways to break down the barriers and encourage wider reporting of incidences. This will mean changing existing practise and thinking creatively. In addition, in response to the wider reporting, preventative actions need to be taken as well as analysis or types of incidents and repeated behaviour in students.

OFSTED – Barriers to reporting	Local Authority Provision and actions/suggestions	School/college Provision and Actions
Worry that what happened next would be out of their control	Ensure schools and colleges have all the relevant information on what happens when a report is made so they can keep the young person informed and reassured.	
Worry that they would be branded by their peers as a 'snitch' who got a peer into trouble	Ask YP what would help. Support parents to build trusting dialogue.	
Worry that they would be ostracised from friendship groups		
Worry that there would be damage to their reputation, for example through sexual rumours being circulated about them		
Feeling that they would not be believed	Clear message in all training to DSLs as well as messages to the wider school/college community, emphasising key points from KCSIE and other relevant documents.	
Feeling that they might be blamed for doing things they were told not to do, for example sending nudes, even if they were pressured to do so		
Feeling that nothing would be done	Making sure staff dealing directly with the children or young people on the front line in classrooms know how to provide appropriate and accurate information. Offering to speak to groups of students (and staff) when concerns have been raised around harmful sexual behaviour between students.	
Feeling that things were so commonplace 'there's no point' in raising it	Ensure the school/college curriculum provide many	

	opportunities to address consent and other relevant subjects. The message of ZERO Tolerance must be loud and clear.	
Feeling embarrassment and shame when talking to someone from a different generation about sex	Explore alternatives for school. Are there sex and relationship educators who are closer in age who can be commissioned to deliver lessons? The LA should explore this further and advise schools on new options.	

Through having an insight into the thoughts and fears of children and young people when they have the difficult decision to make around reporting harassment or abuse, empowers partners to find creative solutions in breaking down the barriers.

Section 5 – Croydon Data – what does it tell us?

Data collection can play a key part in assessing not only the status of sexual harassment and abuse in Croydon schools and colleges, but an opportunity moving forward to analyse and report on impact of provision and interventions put in place by both schools/colleges and the LA. The data will only be as helpful as the actions we take in response to the data.

As we progress through the new school year and beyond, the data collection will need to include more about the day-to-day concerns within school. In 2021-22, the LA worked with schools to gather termly data. In addition, when reflecting on the previous academic year (2020/21), the section 11 safeguarding audit provided some data which was used to assist in targeting training and support for schools/colleges.

2021-22 findings

Data collated from the section 11 safeguarding audit in 2021 showed that in the previous academic year (2020-21) identified 223 incidents of sexual harassment and violence within Croydon schools. Data collated identified nearly double the number in 2021-22. This tells us three things,

1. there is an identifiable problem of sexual harassment/abuse in our schools which needs addressing through direct preventative and reactive work with our children and young people.
2. Staff in our schools have progressed in understanding, identifying, and reporting on incidents of sexual harassment/abuse, and
3. Children and young people in Croydon schools are more confident in speaking up and disclosing incidences that have occurred in school/college.

What needs to happen next?

As much as the LA are keen to develop a preventative approach, it is important schools and colleges deploy resources to a reactive response as well. This will help to prevent potential re-offenders and educate them in understanding the wrong doing of their actions as well as the consequences of their choices.

The LA, along with partner agencies such as FJC, will support schools and colleges in developing and delivering their healthy relationships curriculum and sex education. In addition, the LA will be exploring ways to increase staff subject knowledge in colleges and schools to improve the quality of lesson delivery and in turn, aim to reduce the number of incidences that occur in the next academic year.

In addition to this, the LA started the Healthy Relationships Advisory Forum (HRAF) for schools to bring concerns to discuss with the aim to identify support and intervention to disrupt the concerning behaviour and support the child in safely managing their relationships.

Section 6 – What Next? The School/College Safeguarding Culture

Croydon Local Authority are always seeking new and creative ways to support schools and colleges in safeguarding our children and young people from neglect and child abuse. Tackling sexual abuse in schools and colleges is high on our safeguarding agenda and we have developed a package alongside this handbook to assist schools and colleges in being proactive and confidently challenging abuse between children and/or young people.

As much as the designated safeguarding lead and senior leaders of the school or college are taking the lead, it must be a *whole school/college and whole community approach*. This means it should become a collaborative force of school/college, young people, parents, and partner agencies working together for the same outcome.

Whole school staff training is key in this approach and **appendix 2** provides the necessary slides to assist in developing the knowledge and skills of all staff in school/college. This information should be used alongside DfE guidance such as KCSIE and Working Together to Safeguard Children. Training can be found through the [NSPCC](#). There is also awareness training through [TES](#) on Child-on-child abuse.

The [Brook Traffic Light](#) tool is an accessible resource, broken down into age bands and assists in identifying the level of risk when an allegation of a sexual nature is presented. This is a fantastic resource for **all** staff to help understand the different layers to the sexualised behaviours children and young people may display. It also helps to clarify and understand that some of the behaviours which could previously have been labelled as ‘banter’ come under the category of ‘inappropriate’ or ‘problematic’. This resource also helps staff understand what usual developmental behaviour is compared to more problematic and concerning behaviours, even at a young age. Identification of risk level can then be used to inform next steps and actions including referrals to social care and police if relevant.

The Brook website has a range of FREE [resources](#) and [training](#) is available.

Croydon’s Guidance and Support for Schools and Colleges.

- a – Ready made presentation slides for **all** school staff to be delivered by the DSL.
- b - Healthy relationships advisory forum
- c – Empowering Parents
- d – Section 11 Safeguarding Audit
- e – Curriculum links and resources

a - Ready made presentation slides for *all* school staff to be delivered by the DSL.

The Education Safeguarding Lead, with support of agency partners, has produced a PowerPoint presentation to support the DSLs in informing their staff of the role they play in responding to the findings within the OFSTED review. (See *appendix 2 for handout and attached PowerPoint presentation*).

The presentation includes key statistics from the report, definitions of the different types of harmful sexual behaviour, the expectations on **ALL** school staff, reporting and recording procedures in line with legal requirements, the wider safeguarding culture within the school/college, being role models through their own behaviour.

b – Healthy relationships Advisory Forum (HRAF)

Following the successful pilot of the HRAF, schools and colleges will continue to be able to access support and advice on children and young people presenting with concerning behaviour within their relationships. (Information, forms and slides available in [appendix 15](#). A model risk assessment template can be found in [appendix 16](#)).

c – Empowering Parents

Partnership working between education and home is always essential, empowering parents to be part of the safeguarding culture of the school/college will have a positive impact on the attitudes and outcomes for the children and young people. Parents need to be fully aware of the school/college policies and procedures surrounding harmful sexual behaviour along with requirements of schools to report to police and social care and this should be openly shared with parents as part of the behaviour policy and safeguarding policy. With the right approach, parents will see these actions as supportive rather than judgemental and are more likely to engage with the process *if* the time comes. **Appendix 3** is a letter template which will help support in informing parents.

Another way to promote the schools safeguarding culture, including that around harmful sexual behaviour, is through the school website. Information they can read and explore in their own time will compliment any discussions and workshops you may provide and also increase the reach for those parents unable to attend in-house workshops you provide.

Schools/colleges are required to signpost their families to relevant websites/leaflets in order for them to be fully educated in safeguarding their child/young person from child-on-child sexual abuse within school/college and their local community. Some recommendations of websites and information for parents can be found within the curriculum links and resources section within this handbook.

Appendix 4 is a model leaflet which can be used to provide basic information and signposting to useful links and information.

d – Section 11 Safeguarding Audit

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are **discharged having regard to the need to safeguard and promote the welfare** of children.

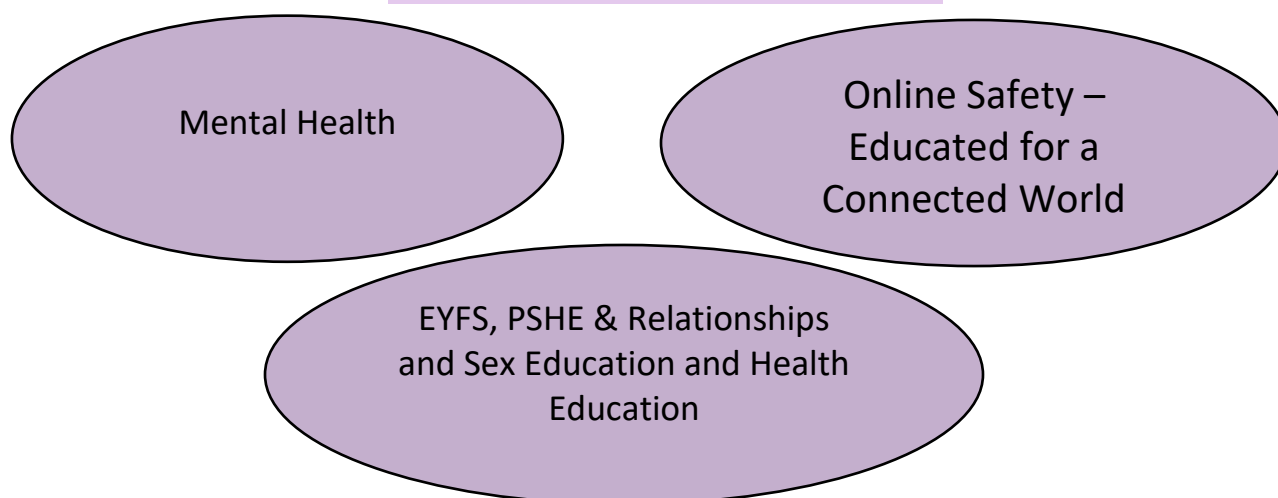
The section 11 annual safeguarding audit is a self-assessment tool which reflects on the previous academic year safeguarding procedures and practice and aims to support in developing both school/college based and Local Authority action plans for the coming year.

The RAG rating system allows schools/colleges to prioritise actions for the coming year as well as providing a baseline for the Local Authority to work from when conducting any reviews or deep dives. The Education Safeguarding Lead tracks the RAG ratings year on year and can identify potential gaps within the provision individual schools/colleges may have. These findings form the LA action plan for the coming year which is updated regularly and reported back to senior managers. The audit assists in identifying training needs at a borough level as well as potential support for individual schools/colleges.

The section audit has a number of questions related to the area of sexual abuse in schools including

1. School curriculum reflects the DfE statutory Relationships and Sex Education (RSE) and Health Education 2020, incorporating direct and discrete teaching on Child Criminal and Sexual Exploitation, FGM, Domestic Abuse and Sexual Violence and child on child abuse including consent
2. Which Year Groups have been taught about these themes including online links as well
3. Do schools/colleges have a separate policy for Sexual harassment and child-on-child abuse? *(model policy available in this document)*
4. Have staff received training on child-on-child abuse?
5. What communication has there been with parents about the review on Sexual Abuse in schools?
6. Consider how confident staff are on identifying and managing incidences of sexual harassment and violence
7. Have **all** your staff read and understood the OFSTED review on sexual abuse in schools?

e – Curriculum Links and Resources



Seeking opportunities to teach children and young people in an age and developmentally appropriate way about sexual violence or harassment is essential and empowering. This needs to include knowing about consent, understanding what harassment is and what constitutes violence, recognising signs in relationships around them (in school or at home) as well as their own relationships, and how to respond/get help. All this, and more, is paramount in equipping children and young people with the skills they need to safeguard themselves and those around them creating a generation with healthier relationships.

There are many opportunities to include different aspects of sexual abuse within the existing curriculum, both statutory and non-statutory. The school/college have access to a ‘toolkit’ of links and resource ideas (**see attached appendices 6-12**), reviewed and updated, which helps to identify key objectives within the programmes of study which lend themselves to addressing the different areas of sexual abuse and child-on-child abuse.

Alongside the outcomes there are links to resources and online information, lesson plans and videos to support the teaching of the identified outcome.

The toolkit is broken down into phases, from early years to post 16, so the school/college can easily identify relevant resources and links for the age group they teach.

There is also a category for SEND pupils as resources designed specifically for pupils with Autism. These may be useful for students accessing their learning through [The Engagement Model](#).

Nursery	Primary	Secondary (Including 6 th form)	Colleges
Early Years Foundation Stage			
	Key Stage 1		
	Key Stage 2		
		Key Stage 3	
		Key Stage 4	
		Key Stage 5	
SEND resources			

The links and resources are sought from a range of established organisations such as NSPCC, Women's aid, 'Thinkuknow' and many others which can be lifted straight over into the long term planning of the school/college. The aim being, to support schools/colleges in creating a long term, developmentally progressive approach to tackling child-on-child abuse and sexual abuse in schools/colleges at an age or developmentally appropriate level. Children and young people with special educational needs are given additional consideration due to their increased vulnerability, and relevant resources sought to assist in delivering these important messages to them.

Accessibility of Information for Children and Young People

Children and young people need to have accessible information which is both age appropriate and developmentally appropriate. The obvious form of information giving is through lessons and talking. However, not all children learn in the same way and may benefit from a more visual resource to compliment the discussion-based lesson. This could include the use of videos or posters and helpline numbers around school/college. Drama sessions with an experienced and confident teacher in this area can also be beneficial. This could include techniques such as; soliloquy (a solo speech by an actor that gives an insight into what they are thinking) and the use of an 'aside' (when a character directly addresses the audience to comment within a scene).

Considering accessibility is particularly important for younger children or those with additional needs. All children and young people need to learn how to protect themselves, understand about consent and who to talk to if they are worried and this may mean getting creative in approaches.

Children and young people with additional needs are vulnerable to being abused and harassed but also becoming unintentional perpetrators due to their needs. In both circumstances, it is important to educate them in order to develop safety skills.

In the appendices, you will find a small selection of MAKATON signs which can be used to support staff in communicating with children and young people as well as resources for those who learn through visual means or those with additional needs such as autism, developmental delay and auditory processing difficulties just to name a few.

Section 7 – Useful Links and Support Groups

- <https://sexualabusesupport.campaign.gov.uk/>
- <https://survivorsnetwork.org.uk/resource/interactive-court-room/>
- <https://survivorsnetwork.org.uk/resource/grounding/>
- <https://oneinfour.org.uk/>
- <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>
- [When to call the police](#) is a document to support schools in making appropriate police referrals.
- **The NSPCC** provides a helpline for professionals 0808 800 5000 and email help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies).
- Support from **specialist sexual violence sector organisations** such as [Rape Crisis](#) or [The Survivors Trust](#).
- **The Anti-Bullying Alliance** has developed guidance for schools about [Sexual and sexist bullying](#).
- **The UK Safer Internet Centre** provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk.
- **Internet Watch Foundation**: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the [Internet Watch Foundation](#) (IWF).
- **Childline/IWF** Remove a nude image shared online [Report Remove](#) is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online, to see if they can be removed from the internet.
- **Thinkuknow** from CEOP Education provides support for the children's workforce, parents and carers on staying safe online.
- [Barnardo's](#) -UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
- [Lucy Faithful Foundation](#) -UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
- [Marie Collins Foundation](#) – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.
- [The Survivors Trust](#)-UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
- [Victim Support](#) -Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
- [Childline](#) provides free and confidential advice for children and young people.

Toolkits

- [ask AVA](#) -The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.
- [Lucy Faithfull Foundation HSB Toolkit](#) – provides support, advice, and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse.
- [NSPCC](#) -Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.
- [Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) -Child-on-child Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to child-on-child abuse.

Support for parents/carers

- NCA CEOP [Thinkuknow](#) advice for parents: -Advice/resources on how to approach and deal with concerns about what children may be doing online including advice about how to help challenge harmful sexual attitudes and how to start a conversation to support positive sexual behaviour
- [Childnet: Advice for parents and carers to keep children safe online](#) -Advice and resources to help parents and carers keep children safe online.
- [Parentsafe](#) -London Grid for Learning -Detailed advice/resources covering various issues such as online safety, apps, and how to report concerns.
- [Parentzone](#) -Provides expert information and resources to help make the internet work for families.
- [Parentzone Local](#)

Government Documents

- [OFSTED review](#) of sexual abuse in schools
- [Teaching about Relationships, sex and health](#)
- [Teaching online safety in school](#)
- [Relationships, Sex and Health Education](#)
- [Education for a Connected World](#)
- [Sharing Nudes and Semi-nudes – advice for education settings](#) **UKCIS Sharing nudes and semi-nudes advice:** Sharing indecent images of a child (including by children) is a crime. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides support in responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery).
- [Using external visitors to support online safety](#)
- [Inspection Framework](#)
- [Inspection framework – early years](#)
- [Keeping Children Safe in Education 2022 and revised 2023](#)
- [What to do if you're worried a child is being abused](#)

- [Working together to safeguard children](#)

Section 8 – Guidance and Model Policy – Child-on-Child Abuse

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School/College and Croydon Local Authority Contacts

School/College Designated Safeguarding Lead	
School/College Deputy Designated Safeguarding Lead	
School/College Lead on Domestic Abuse and/or Sexual Violence	
Croydon Local Authority Single Point of Contact (MASH Team) Professional Consultation Line	020 8726 6464 childreferrals@croydon.gov.uk
Croydon Local Authority LADO	0208 255 2889 lado@croydon.gov.uk
Police Contact for allegations of sexual abuse or violence between peers	See appendix 14

Introduction

The Governors, all staff and volunteers at [.....] are committed to the prevention, early identification and appropriate management of child-on-child abuse (as defined below) both within and beyond School.

In particular we:

- Believe that in order to protect children, all schools should (a) be aware of the level and nature of risk to which their students are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and (b) take a contextual whole-school approach to preventing and responding to child-on-child abuse
- Regard the introduction of this policy as a preventative measure, and do not feel it is acceptable merely to take a reactive approach to child-on-child abuse in response to alleged incidents of it
- Recognise national and increasing concern about these issues, and wish to implement this policy in order to ensure that our students are safe
- Encourage parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform Woodcote High School to that it can ensure that appropriate and prompt action is taken in response

This policy sets out our strategy for preventing, identifying and appropriately managing child-on-child abuse.

This policy avoids the term ‘victim’ and / or ‘perpetrator’. This is because [.....] takes a safeguarding approach to all individuals involved in allegations of or concerns about child-on-child abuse, including those who are alleged to have been abused and those who are alleged to have

abused their peers, in addition to any sanctioning work that may also be required for the latter. Research has shown that many children or young people who present with harmful behaviour towards others, in the context of child-on-child abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers.

This policy uses the terms 'child' or 'young person', which are defined for the purposes of this policy as a person aged under 18. We have chosen not to restrict our approach under this policy to child-on-child abuse to children or young people but instead to adopt a wider interpretation of our safeguarding responsibilities so that they apply to all students, regardless of age. We recognise that there may be some additional considerations in relation to a student aged 18 or over in terms of how local agencies and / or partners respond. Similarly, [.....]'s response to incidents involving the exchange of youth produced sexual imagery will need to differ depending on the age of the students involved (see Appendix 1).

This policy builds on *Keeping Children Safe in Education (September 2023)*, *Sexting in schools and colleges: responding to incidents and safeguarding children (UKCCIS)*, the NSPCC's and Research in Practice's *Harmful Sexual behaviour Framework* and Croydon's Safeguarding Children's Board *Safeguarding policy*.

This policy applies to all staff, governors, contractors and volunteers. It is reviewed annually, and updated in the interim as required, to ensure that it continually addresses the risks to which students are or may be exposed.

This is [.....]'s overarching policy for any issue that could constitute child-on-child abuse. It relates to and should be read alongside the Safeguarding and Child Protection Policy, the Staff Safeguarding Code of Conduct and any other relevant policies including, but not limited to:

- Acceptable Usage Policy
- the Digital Safety Policy
- the Anti-Bullying Policy
- the Behaviour for Learning Policy

Policy Development

The policy has been developed in consultation with the following groups
(Insert here how consultation was carried out with the relevant groups including Senior leaders, governors, staff, parents and children and young people)

Understanding child-on-child abuse

Child-on-child abuse is defined as '**any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate)**' (*Abuse between young people: a contextual account* (Routledge 2017)).

We recognise that child-on-child abuse can take various forms, including:

- serious bullying (including cyber-bullying)
- relationship abuse
- domestic violence.
- child sexual exploitation
- youth and serious youth violence

- harmful sexual behaviour
- gender-based violence
- Sexual violence and harassment
- Upskirting (now a criminal offence and has reporting requirements)
- Initiation /hazing type violence and rituals
- Sexting
- Physical abuse

Useful definitions can be found in **Appendix 2**.

We acknowledge that these types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. Children’s experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their times.

We recognise the need to adopt a contextual safeguarding approach and to ensure that our response to incidents of child-on-child abuse takes into account any potential complexity.

As a result, we:

- adopt an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts, and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities
- recognise that as children enter adolescence, they spend increasing amounts of times outside the home in public environments (including the internet) within which they may experience abuse
- consider interventions to change the systems or social conditions of the environments where abuse has occurred

We acknowledge that research suggests that child-on-child abuse is one of the most common forms of abuse affecting children in the UK. We therefore must adopt an approach of **‘it could happen here.’**

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 students 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

Keeping Children Safe in Education 2022: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Sexual behaviour

The NSPCC explains that *‘children’s sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. [Staff] should recognise the importance of*

distinguishing between problematic and abusive sexual behaviour ... As both problematic and abusive sexual behaviours are developmentally inappropriate and may cause developmental damage, a useful umbrella term is Harmful Sexual Behaviours (or HSB).’ In the NSPCC’s and Research in Practice’s Harmful Sexual Behaviour Framework, harmful sexual behaviours are defined 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.’

Simon Hackett, in the NSPCC’s and Research in Practice’s *Harmful Sexual Behaviour Framework*, proposes the following continuum model to demonstrate the range of sexual behaviours presented by children. This model is helpful when seeking to understand a student’s sexual behaviour and in deciding how to respond to it.

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

<https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

Other behaviour

When dealing with other alleged behaviour which involves, for example, emotional or physical abuse, Hackett’s continuum is a useful tool to assess where behaviour falls on the spectrum and to decide how to respond. Criteria may include it:

- being socially acceptable
- involving a single incident or occurring over a period of time
- being socially acceptable within the peer group
- problematic and concerning
- involving any overt elements of victimisation or discrimination (e.g. related to race, gender, sexual orientation, physical, emotional or intellectual vulnerability)
- involving an element of coercion or pre-planning
- involving a power imbalance between the child(ren) responsible for the behaviour and the child(ren) allegedly the subject of that power
- involving a misuse of power

[.....] recognises that issues rarely occur in isolation and that we may be required to deal with cases involving a range of alleged behaviours including sexual behaviour, emotional behaviour, physical behaviour and behaviour online.

[.....] recognises that behaviour which is not abusive at first (e.g. a one-off physical fight between two children), may become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and / or violent, and ultimately requiring (greater or more formal) engagement with specialist external or statutory agencies.

Identifying child-on-child abuse

As with safeguarding children, signs that a child may be suffering child-on-child abuse can overlap with other types of abuse. Signs can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected
- physical injuries
- experiencing difficulties with mental health and / or emotional wellbeing
- becoming withdrawn and / or shy
- experiencing headaches, stomach aches, anxiety and / or panic attacks
- suffering from nightmares or lack of sleep or sleeping too much
- broader changes in behaviour including alcohol or substance misuse
- changes in appearance and / or starting to act in a way that is not appropriate for the child's age
- abusive behaviour towards others

[.....] acknowledges that research suggests that child-on-child abuse may affect boys differently to girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make up.

[.....] also recognises that there are other factors, situational and individual, which may make a child more vulnerable to child-on-child abuse, including, but not limited to:

- the onset of adolescence
- peer group dynamics
- sexuality
- gender identity

Responding to concerns or allegations of child-on-child abuse

It is essential that all concerns / allegations of child-on-child abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school/college environment. Any response should:

- include a thorough investigation of the concerns / allegations and the wider context in which they may have occurred (as appropriate)
- treat all children involved as being at potential risk; while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, he may also have considerable

unmet needs and be at risk of harm themselves. [.....] is committed to ensuring that a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter

- take into account:
 - ❖ that the abuse may indicate wider safeguarding concerns for any of the children involved and consider and address the effect of wider socio- cultural contexts, such as the child(ren)'s peer group (both within and outside of the school/college).
 - ❖ family, the school environment, their experience(s) of crime and victimisation in the local community, and the child(ren)'s online presence. [.....] will consider what changes may need to be made to these contexts to address the child's/children's needs and to mitigate risk.
 - ❖ the potential complexity of child-on-child abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited, they are not consenting.
 - ❖ the views of the child/children affected. Unless it is considered unsafe to do so (e.g. where a referral needs to be made immediately), the Designated Safeguarding Lead (DSL) should discuss the proposed action with the child(ren) and their parents and obtain consent to any referral before it is made. This may vary for the child(ren) depending on their age and any specific SEND needs. [.....] will manage the child(ren)'s expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

What should you do if you suspect either that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s)?

If a student is in immediate danger, or at risk of significant harm, a referral to children's social care (if the student is aged under 18) and / or the police should be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay (in accordance with the procedures set out in the School/college's Safeguarding and Child Protection Policy) so that a course of action can be agreed. If a child speaks to a member of staff about child-on-child abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement.

How will the School respond to concerns or allegations of child-on-child abuse?

All reports of child-on-child abuse will be made 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.

The immediate response to a report

- The school/college 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 designated safeguarding 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 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 or college will follow advice on searching, screening and confiscation. The 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.

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child(ren) affected. DSLs should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with children's social care and / or any other external agencies on a 'no names' basis to determine the most appropriate response. Details to support the decision making can be found below, as well as in *KCSIE 2023*.

Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact the local Safeguarding Children Partnership as well as the Safeguarding Children Partnership(s) in which the student(s) reside immediately, and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations / concerns with the local Safeguarding Children Partnership and the Safeguarding Children Partnership(s) in which the student(s) reside and agree on a course of action, which may include:

a) Manage internally with help from external specialists where appropriate and possible

Where behaviour between peers is abusive or violent (as opposed to inappropriate or problematic), scenarios (b), (c) or (d) should ordinarily apply. However, where support from local agencies is not available, the School may need to handle allegations / concerns internally. In these cases, the School will engage and seek advice from external specialists (in the private and / or voluntary sector).

b) Undertake / contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child(ren) and their family

These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and / or youth offending services

c) Refer child(ren) to children's social care for a Section 17 (Child in Need) and / or Section 47 (Child Protection) statutory assessment

As a matter of best practice, if an incident of child-on-child abuse requires referral to and action by children's social care and a strategy meeting is convened, then the School will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it, and the contexts to which the abuse was associated

d) Report alleged criminal behaviour to the Police

Alleged criminal behaviour will ordinarily be reported to the Police. However, there are some circumstances where it may not be appropriate to report such behaviour to the Police. For example, where the exchange of youth produced sexual imagery does not involve any aggravating factors (see **Appendix 1**). All concerns/allegations will be assessed on a case by case basis, and in light of the wider context. ***In the incidences of Rape, assault by penetration or sexual assault, these will always be reported to the Police in the first instance.***

Individual risk and needs assessment

Where there is an incident of child-on-child abuse, the School will carry out a robust risk and needs assessment in respect of each child affected by the abuse. These risk assessments will:

- assess and address the nature and level of risks that are posed and / or faced by the child
- engage the child's parents and draw upon local services and agencies to ensure that the child's needs are met in the long-term
- consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child
- be reviewed at regular intervals in light of the child's on-going needs to ensure that real progress is being made which benefits the child.

If at any stage the child's needs escalate, the DSL should contact the MASH consultation line to determine the appropriate course of action. ***See appendix 4 of this policy for a model template.***

Disciplinary action

[.....] will consider whether disciplinary action may be appropriate for any child(ren) involved; any such action should address the abuse, the causes of it, and attitudes underlying it.

Disciplinary action may sometimes be appropriate, including to:

- ensure that the child(ren) take(s) responsibility for and realise(s) the seriousness of their behaviour
- demonstrate to the child(ren) and others that child-on-child abuse can never be tolerated
- ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child(ren)'s own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action [.....] will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the child-on-child abuse and the causes of it.

[.....] will take any disciplinary action in line with processes set out in the Behaviour for Learning Policy.

Preventative work and whole school-approach

The School/college is committed to ensuring that its response to concerns / allegations of child-on-child abuse is part of on-going proactive work to embed best practice and take a contextual whole-school approach to such abuse. The School/college actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- Educating all staff, governors, contractors and volunteers, parents and students about this issue.

This includes:

- ❖ training all Governors, members of the Senior Leadership Team (SLT), 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, teasing, 'boys will be boys' or 'banter'. Training includes case studies which the staff design themselves.
- ❖ educating children about the nature and prevalence of child-on-child abuse via PSHE, assemblies, form time and the wider curriculum. Students are regularly informed about the School's approach to such issues, including its **zero-tolerance policy towards all forms of child-on-child abuse**.
- ❖ engaging parents on this issue by: (a) talking about it with parents, both in groups and one to one; (b) asking parents what they perceive to be the risks facing their child and how they would like to see the School address those risks; (c) involving parents in the review of School policies and lesson plans; and (d) encouraging parents to hold the School to account on this issue.
- ensuring that all child-on-child abuse issues are reported to the DSL and Safeguarding team so that they can spot and address any concerning trends and identify students who may need additional support. This is done in line with our safeguarding procedures as well as full recording of concerns and actions as well as next steps of support for the child/young person.
- challenging the attitudes that underlie such abuse (both inside and outside the classroom).
- working with Governors, the SLT, all staff and volunteers, students and parents to address equality issues, to promote positive values, and to encourage a culture of respect amongst all members of the School community.
- creating conditions in which students can aspire to and realise safe and healthy relationships. This is done through PSHE, assemblies, Sex and Relationships Education (RHSE).
- creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to. This is done via a culture of openness.
- responding to cases of child-on-child abuse promptly and appropriately.

Multi-agency working

[.....] actively engages with its local partners in relation to child-on-child abuse, and works closely with, for example, Croydon Local Authority, children's social care, Early Help teams, the Children Missing in Education Lead, the Police, CAMHS, 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. Partners help the School to:

- (a) develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as a preventative and support services which exist
- (b) ensure that students are able to access the range of services and support they need quickly
- (c) support and help inform our local community's response to child-on-child abuse
- (d) 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.

[.....] actively refers concerns/allegations of child-on-child abuse where necessary to children's social care and / or other relevant agencies. This is particularly important because child-on-child abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the incident cannot be managed internally) to try to address the issue alone – it requires effective partnership working.

Support for Children Affected by Sexual-Assault

Support for victims of sexual assault is available from a variety of agencies. 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.

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 or college would seriously harm the education or welfare of the victim (and potentially other pupils or students). Discussions will take place with the Fair Access Manager and others within the LA Education Team to decide on the most appropriate provision.

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 school or college, the aim 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 and college 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.

Appendix 1: Youth Produced Sexual Imagery/‘Sexting’

In August 2016, the UK Council for Child Internet Safety (UKCCIS) published non-statutory guidance (<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>) on managing incidents of sexting by under-18s. The UKCCIS guidance is non-statutory, but should be read alongside Keeping Children Safe in Education (KCSIE, 2021) and it should be followed unless there’s a good reason not to do so. There is no clear definition of ‘sexting’. The UKCCIS guidance talks about ‘youth-produced sexual imagery’. This is imagery that is being created by under-18s themselves and involves still photographs, video and streaming. In the guidance, this content is described as sexual and not indecent. ‘Indecent’ is subjective and has no specific definition in UK law.

Incidents covered by the guidance:

- A person under 18 years old creates a sexual image of themselves and shares it with another person under 18 years old
- A person under 18 years old shares an image of another under 18 years old with another person under 18 years old or an adult
- A person under 18 years old is in possession of sexual imagery created by another person under 18 years old

Incidents **not** covered by the guidance:

- Under 18s sharing adult pornography
- Under 18s sharing sexual texts without sexual imagery
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

Response to incidents of youth produced sexual imagery

(<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>)

The response should be guided by the ‘principle of proportionality’. ‘The primary concern at all times should be the welfare and protection of the young people involved.’ (Sexting in schools and colleges: responding to incidents and safeguarding young people).

The Law

Making, possessing, and distributing any imagery of someone under 18 years old which is indecent is **illegal**. This includes imagery of yourself if you’re under 18 years old. Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals
- sex acts including masturbation
- overtly sexual images of young people in their underwear

These laws weren’t created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation. The National Police Chiefs’ Council (NPCC) is clear that “youth-produced sexual imagery should be primarily treated as a safeguarding issue.”

[.....] may respond to incidents without involving the police. (However, in some circumstances, the police must always be involved.)

Crime recording

When the police are notified about youth-produced sexual imagery, they must record this as a crime. The incident is listed as a crime, and the young person is the suspect. This is, however, not the same as a criminal record. Every crime reported to the police must have an outcome code. The NPCC, Home Office and the DBS have agreed a new outcome code for youth-produced sexual imagery:

- **Outcome 21:** This outcome code allows the police discretion not to take further action if it is not in the public interest, even though there is enough evidence to prosecute.

Using this outcome code is likely to mean the offence would not appear on a future Enhanced DBS check (although it is not impossible) as that disclosure is a risk-based decision. Schools can be assured that the police have the discretion they need not to adversely impact young people in the future.

Handling incidents:

- Refer to the Designated Safeguarding Lead (DSL)
- DSL meets with the young people involved
- Do not view the image unless it is unavoidable
- Discuss with parents, unless there is an issue where that's not possible
- contact social care or the police where there is any concern the young person is at risk of harm

Always refer to the police or social care if incident involves:

- an adult
- coercion, blackmail, or grooming
- concerns about capacity to consent (e.g. SEND)
- images show atypical sexual behaviour for the child's developmental stage
- violent acts are depicted
- image shows sex acts and includes a child under 13 years old
- a young person at risk of immediate harm as a result of the disclosure (e.g. self-harm or suicide)

Once a DSL has enough information, the decision should be made to deal with the matter in school/college, refer it to the police or to social care. **All information and decision-making should be recorded in line with the School/college's procedures.** If the incident has been dealt with in school/college, a further review should be held to assess risks.

Assessing the risks once the images have been shared

- Has it been shared with the knowledge of the young person?
- Are adults involved in the sharing?
- Was there pressure to make the image?
- What is the impact on those involved?
- Does the child or children have additional vulnerabilities?
- Has the child taken part in producing sexual imagery before?

Viewing images

- Avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains.
- If it is felt necessary to view, discuss with the Headteacher and DSL first.
- If it is felt necessary to view, do so with another member of staff present
- Never copy, print, or share the image (it is illegal to do so)
- Record the fact that the images were viewed along with reasons and who was present, sign and date this record.

Deleting images (from devices and social media)

If the School/college has decided that involving other agencies is not necessary, consideration should be given to deleting the images. It is recommended that students are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated. Any refusal to delete the images should be treated seriously, reminding the student that possession is unlawful.

Appendix 2: Useful definitions

Sexual Harassment

This can be defined as ‘unwanted conduct of a sexual nature’ that can occur online and offline. In the context of 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

The UK Council for Internet Safety (UKCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents

Upskirting

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 for being 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 years old
- 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 (or deputy) should be involved and leading the school or college response. If in any doubt, they should seek expert advice.

It is important that schools and colleges consider 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 and Research in Practice's Harmful Sexual Behaviour Framework: <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

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 designated safeguarding lead (or deputy) 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.

Appendix 3- Useful Publications and Websites

Government Publications

[Keeping Children Safe in Education](#)

[Preventing youth violence and gang involvement](#)

[Preventing and tackling bullying in schools](#)

[Working together to safeguarding children](#)

[Searching, Screening and Confiscation at school](#)

Other useful documents and Links

[Sharing Nudes and Semi-Nudes advice for education settings](#)

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

[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:

[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?](#)

[NSPCC-Harmful sexual behaviour](#)

[NSPCC –Is this sexual abuse?](#)

[Online sexual harassment](#)

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

[Sexism](#) It's Just Everywhere- a study on sexism in schools –and how we tackle it

[When to Call the Police](#)

[Rape Crisis](#)

[The Survivors Trust](#)

[CAMHS](#)

[Male Survivors Partnership](#)

[Help after Rape and Sexual Assault - NHS](#)

[Rape and Sexual assault referral centres](#)

[Childline](#)

[Internet Watch Foundation](#)

[Childline – IWF remove a nude image shared online](#)

[NSPCC protecting children from harmful sexual behaviour](#)

[NSPCC harmful sexual behaviour framework](#)

[Preventing Harmful Sexual Behaviours – Stop it Now](#)

[Behaviour and Discipline in schools](#)

[Exclusions from Maintained schools, academies and PRUs](#)

[Stop it Now – professionals Looking for Advice](#)

Section 9 – Appendices

1. **School survey templates – Pupil and Staff**
2. **Staff Training PowerPoint handout (see separate PP to accompany)**
3. **Parent Letter**
4. **Parent Leaflet**
5. **MAKATON SIGNS to assist communication with non-verbal pupils or reduced language pupils.**
6. **Early Years Toolkit**
7. **KS1 Toolkit**
8. **KS2 Toolkit**
9. **KS3 Toolkit**
10. **KS4 Toolkit**
11. **KS5 Toolkit**
12. **SEND Toolkit**
13. **School/College Self-Assessment tool**
14. **Safer Schools' Police contacts**

Appendix 1 - Staff Survey

Name (Optional)..... Male / Female

Date completed.....

Please answer the following;

How likely is it that these issues take place for our pupils?

Online sexual harassment	Unlikely	Likely	Very likely
Peers spread rumors about sexual activity of others	Unlikely	Likely	Very likely
Receive inappropriate sexual communication	Unlikely	Likely	Very likely
Sent unwanted pictures or videos of a sexual nature	Unlikely	Likely	Very likely
Pressured to send pictures or videos of a sexual nature	Unlikely	Likely	Very likely
Have had inappropriate images or videos shared without consent	Unlikely	Likely	Very likely
Have been sexually assaulted	Unlikely	Likely	Very likely
Pressured to take part in sexual activity even though they don't want to	Unlikely	Likely	Very likely
Have experienced inappropriate touch without consent	Unlikely	Likely	Very likely

How would you rate your knowledge of child-on-child abuse and of sexual harassment and sexual violence?

Limited	Average	Good	Very Good
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Do you feel you need more training on sexual harassment and sexual violence?

Yes / No

How confident are you in knowing what to do if a pupil disclosed sexual harassment in school?

Not confident	Some knowledge	Confident	Very Good
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How confident would you feel to intervene and challenge an incident of sexual harassment or sexual violence if you noticed it?

Not confident	Some knowledge	Confident	Very Good
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Pupil Survey (11-18)

Name (please include if you would like support) Male / Female

Date completed.....

Please answer the following.

Please tell us about your experiences in school/college?

You have been a victim of online sexual harassment from another pupil	No	Yes	
Rumors about your sexual activity have been spread by others	No	Yes	
You have received inappropriate sexual messages or voicemail	No	Yes	
You have been sent unwanted pictures or videos of a sexual nature	No	Yes	
You have been pressured into sending pictures or videos of yourself of a sexual nature	No	Yes	
You have had inappropriate images or videos of you shared without consent	No	Yes	
You have been sexually assaulted by another young person	No	Yes	
You have been pressured to take part in sexual activity even though you didn't want to	No	Yes	
You have been touched inappropriately without consent	No	Yes	
Would you tell a member of staff in school or college if you were sexually harassed or assaulted.	No	Maybe	Yes
If maybe or no, what would stop you from talking to a member of staff in school/college?			
Would you tell a member of staff if you thought a friend was being sexually harassed, touched or assaulted?			
Do you feel school/college teach enough about sexual harassment and assault within the curriculum?	No	Yes	
If no, what else is needed?			

Pupil Survey (7-11)

Name (please include if you would like support) | Male / Female |

Date completed.....

Please answer the following.

We want to know more about your safety in school. Please answer these questions.

Have other children said rude words to you?	No	Yes	
Have you received rude messages from another child?	No	Yes	
Have you been sent unwanted pictures or videos by another child which is rude?	No	Yes	
Have you been asked to send rude pictures or videos of yourself?	No	Yes	
Have you been touched in a way that made you feel uncomfortable or unsafe by another child?	No	Yes	
Have you been asked to touch another child even though you didn't want to?	No	Yes	
Would you tell an adult in school if another child made you feel uncomfortable with what they say to you or if they touched you in a way that you didn't like?	No	Maybe	Yes
If maybe or no, what would stop you from talking to an adult in school?			
Would you tell an adult in school if you thought a friend was being spoken to or touched by another child in a way they did not like?	No	Yes	
Do you learn about keeping your body safe and consent in school?	No	Yes	
Do you learn about keeping yourself safe online and how to report it when another person sends you pictures or messages which make you feel uncomfortable?	No	Yes	

Appendix 2 - See attached PowerPoint to accompany this handout

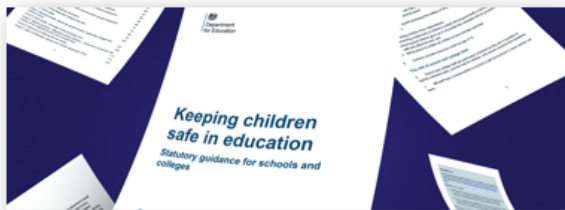
Understanding Harmful Sexual Behaviour and Child-on-Child Abuse

What You Need to Know and Do

Cath Bennett, Education Safeguarding Lead.
Access to Education

CROYDON
www.croydon.gov.uk

Responding to the OFSTED Review of Sexual Abuse in Schools



- [OFSTED's review](#) (June 2021)
- [Keeping Children Safe in Education](#)

CROYDON
www.croydon.gov.uk

OFSTED – Some of the Findings

- Nearly 90% of girls, and nearly 50% of boys, said being sent explicit pictures or videos
- 92% of girls, and 74% of boys, said sexist name-calling happens
- Young people talked about unsupervised spaces outside of school
- Young people do not want to talk about sexual abuse for several reasons, even where their school encourages them to.
- Some teachers and leaders underestimated the scale of the problem.
- School and college leaders are increasingly having to make difficult decisions that guidance does not equip them to make.
- What also stood out were the barriers for young people in reporting to schools

KCSIE 2023 – Child-on-Child abuse

Section One, point 32 onwards

All staff should be aware that children can abuse other children (often referred to as Child-on-child abuse), and that it can happen both inside and outside of school or college and online.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment ...leading to children accepting it as normal and not coming forward to report it.

All staff should be clear as to the school’s or college’s policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Just because there are no reports in their school or college does not mean that it isn’t happening.

Child-on-Child abuse is most likely to include, but may not be limited to:

- *Bullying,*
- *Abuse in intimate personal relationships*
- *Physical abuse,*
- *Sexual violence,*
- *sexual harassment*
- *causing someone to engage in sexual activity without consent*
- *Uploading or sharing of nude or semi-nude images and/or videos*
- *Consensual and non-consensual sharing of nude and semi-nude images and/or videos,*
- *Initiation/hazing*

Lets look in more detail

Sexual violence and sexual harassment between children in schools and colleges – KCSIE Sept 2023, Part 5, Page 105 onwards

Point 451: What is sexual violence and sexual harassment between children?

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping Children Safe in Education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

KCSIE says...

zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.

Challenging physical behaviour such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

Staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This is likely to adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

What is Sexual Harassment?

- 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;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- Displaying pictures, photos or drawings of a sexual nature;
- Upskirting and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence; sharing of unwanted explicit content; sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

What is Harmful sexual behaviour?

Children's sexual behaviour exists on a wide continuum, ranging 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" (HSB). The term has been widely adopted in child protection and is used in this advice. **HSB can occur online and/or face-to-face and can also occur simultaneously between the two.** HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors.

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.

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.

What is Sexual Violence?

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it **can happen both inside and outside of school/college**. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003132 as described below:

**Rape, Assault by Penetration, Sexual Assault,
Causing someone to engage in sexual activity without consent**

Full definitions can be found in *KCSIE 2023 Page 106*

Understanding what is meant by 'CONSENT'?

KCSIE tells us that *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.*

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.

Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)

Understanding definitions

Figure 1. Definition: Sexual behaviours across a continuum

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

Source: Hackett, S, 'Children, young people and sexual violence' in 'Children behaving badly? Exploring peer violence between children and young people', 2010.

Four likely scenarios of response



Manage Internally



Intensive support through Early Help



Specialist intervention from CSC



Working together for a safer London

Police

OFSTED Recommendations



- A carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance that specifically includes sexual harassment and sexual violence, including online. high-quality training for teachers delivering sexual abuse lessons
- routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
- a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
- working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behavior
- support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs
- training to ensure that all staff (and governors, where relevant) are able to:
 - better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
 - identify early signs of peer-on-peer sexual abuse
- consistently uphold standards in their responses to sexual harassment and online sexual abuse

What does this mean for our school/college?



CROYDON
www.croydon.gov.uk

ANY
QUESTIONS?



CROYDON
www.croydon.gov.uk

Appendix 3

Dear parents and carers,

You may be aware of a website called [‘Everyone’s Invited’](#), set up for people to share anonymous testimonies relating to sexual harassment and sexual violence. Since the 8th of March 2021, an increasing number of anonymous testimonies have been submitted. These testimonies come from young people of all ages and relate to a wide variety of situations; some refer to incidents that have taken place within schools.

In response to this, Ofsted launched an immediate review into sexual abuse in schools. This reports on good safeguarding practice in schools and where improvements can be made. In addition, the government asked the NSPCC to set up a helpline for pupils, parents, and professionals to support potential victims of sexual abuse and provide advice. This helpline can be accessed by calling 0800 136 663. Please do make use of this number and share it with your children if you or they feel that they may need support.

At |.....|we firmly believe that sexual violence and harassment of any sort are not acceptable and will not be tolerated. Our curriculum offers opportunities to teach your child(ren) about keeping themselves safe at an age and developmentally appropriate level. This includes sensitive teaching around consent, sexual harassment, and sexual violence.

We also recognise that due to the trusting relationships often built between children and their teachers, they may disclose information about historic incidents. All such disclosures are listened to, taken seriously and reported to our Designated Safeguarding Lead to ensure that appropriate follow-up actions can be taken.

We will continue to work with the local authority to review our PSHE curriculum to ensure we provide appropriate guidance to our pupils on how to behave safely and how to share any concerns they may have. All our school policies, including our Safeguarding Policy and our Relationships and Sex Education Policy, can be found on our school website. You will also notice our policy on Child-on-child abuse which provides detail about the procedures we have in place and legal obligation we have as a school to report incidences on sexual harassment, assault, or violence.

If you would like to develop your own knowledge of this area, there are a number of resources available to support you in this which are provided in the enclosed leaflet. The ‘Stop it Now’ initiative has produced a [Harmful Sexual Behaviour Prevention Toolkit](#) aimed at parents, carers, family members and professionals to help everyone play their part in keeping children safe. There is also a useful series of videos on the [Parents Protect](#) website, to enable parents, carers and professionals to understand potential risks, recognise signs of abuse and know where to go for help if they have concerns.

Yours faithfully

Appendix 4 - Parents and Carers Information Leaflet

Understanding Sexual Harassment and Abuse

Sexual Harassment This is ‘unwanted behaviour of a sexual nature’ that can take place online and offline between two children. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded, or humiliated

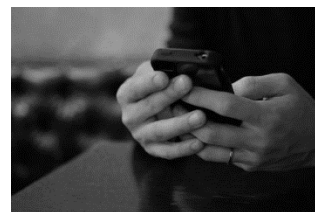


It can include:

- 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 any device that allows you to share media and messages. This is also known as youth produced sexual imagery.



Upskirting

This involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks. It is now a criminal offence and may constitute sexual harassment. Cases of ‘up skirting’ MUST be reported.

Sexual Violence

Children can and do abuse other children. Sexual violence covers a range of behaviour. It can refer to sexual offences under the Sexual Offences Act 2013.

This includes: -

Rape, Assault by Penetration and Sexual Assault



Consent

Consent is about having the freedom and capacity to choose. Consent can be withdrawn at any time. 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 years old
- Sexual intercourse without consent is rape

Harmful Sexual Behaviour (HSB)

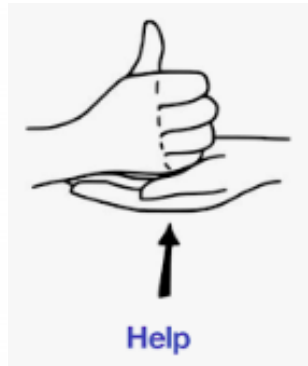
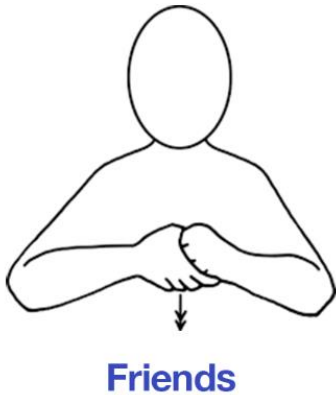
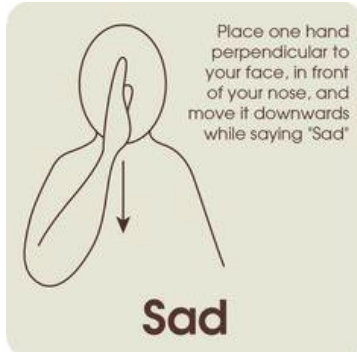
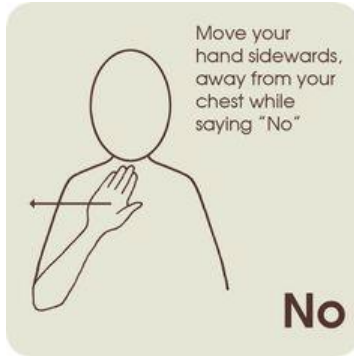
Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected, to inappropriate, problematic, abusive, and violent. Harmful sexual behaviour can occur online and/or in person and can also occur alongside each other.

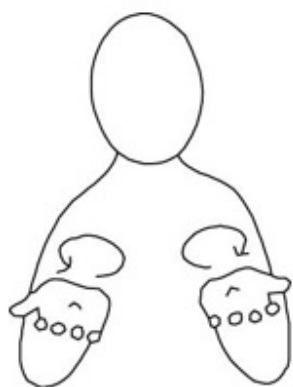
Parents Protect 0808 1000 900	Information to protect children from sexual abuse
Parentzone	Advice for parents from Parent zone experts
Thinkuknow	Online safety advice and support
Women’s Aid	Controlling behaviour in relationships
Talk with your Kids	Talking about healthy relationships
T.A.L.K. Campaign	Talk, agree, learn, know
Internet Matters	Early years to teens advice for parents
NSPCC helpline, Report Abuse in Education	0800 136 663 or email help@nspcc.org.uk



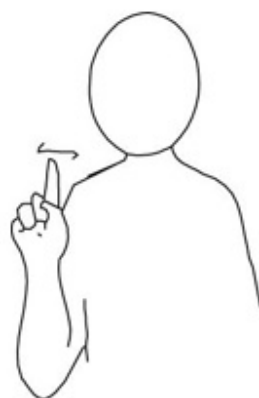
Appendix 5

MAKATON SIGNS to assist communication with non-verbal pupils or reduced language pupils.





Where



What



When



Which



Who

Appendix 6 - Early Years Foundation Stage (Nursery and Reception)

Prime Area of Learning	Opportunities to link in with ELG
Communication and Language	ELG 03 Speaking: • Children express themselves effectively, showing awareness of listeners' needs
Resource links	
NSPCC The Underwear Rule	NSPCC PANTS Guidance for EY settings
Prime Area of Learning	Opportunities to link in with ELG
Personal, social and emotional development	<p>ELG 06 Self-confidence and self-awareness: • Children are confident about trying new activities, and say why they like some activities more than others</p> <ul style="list-style-type: none"> • They say when they do or do not need help <p>ELG 07 Managing feelings and behaviour: • Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable</p> <ul style="list-style-type: none"> • They work as part of a group or class, and understand and follow the rules • They adjust their behaviour to different situations, and take changes of routine in their stride <p>ELG 08 Making relationships: • Children play co-operatively, taking turns with others</p> <ul style="list-style-type: none"> • They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children
Resource links	
Women's Aid – Expect Respect, Healthy Relationships Toolkit (Pages 24-25 activities for ages 4-5yrs) <i>Looking at and challenging gender expectations using toys</i>	Video clips exploring different feelings
All kinds of families are special	Caught You Being Kind Vouchers (twinkl.co.uk)
Random Acts of Kindness Poster Display Resources (twinkl.co.uk)	Managing emotions
Teaching consent to toddlers	
Prime Area of Learning	Opportunities to link in with ELG
Physical Development	ELG 05 Health and self-care: • Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe
Resource links	
My Body belongs to me – social story	Talk about Consent
Consent consent for kids - YouTube	
Prime Area of Learning	Opportunities to link in with ELG
Understanding the world	<p>ELG 13 People and communities: • Children talk about past and present events in their own lives and in the lives of family members</p> <p>ELG 15 Technology: • Children recognise that a range of technology is used in places such as homes and schools</p>

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• They select and use technology for particular purposes	
Prime Area of Learning	Opportunities to link in with ELG
Linking to ELG 15 – technology Education for a Connected World 2020	Self-image and identity - I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. Online Bullying - I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.
Resource links	
Smartie the Penguin – staying safe online	ThinkUKnow age 4-5

Books Including challenging gender stereotypes, celebrating difference, NSPCC recommendations and different families			
Pantasaurus and the Power of Pants.	Some parts are not for sharing By Julie Le Frederico	'I said no!': a kid-to-kid guide to keeping private parts private By Zach King and Kimberly King	No means no: teaching children about personal boundaries, respect and consent; empowering kids by respecting their choices and their right to say, 'no' By Jayneen Sanders
My body: what I say goes: a book to empower and teach children about personal body safety, feelings, safe and unsafe touch, private parts, secrets and surprises, consent, and respectful relationships By Jayneen Sanders	This is my body and it belongs to me: an introduction to sexual abuse prevention and response for children ages 3 and up By Alisha Hawthorne-Martinez	'Have You Filled A Bucket Today?' Book By Carol McCloud	Aaaarrgghh! Spider! by Lydia Monks, published by Egmont Books (UK), ISBN 1405210443
Giraffes Can't Dance by Giles Andreae, published by Orchard Books, ISBN 0439287197	Llama Glamarama by Simon James Green and Garry Parsons, published by Scholastic, ISBN 1407197037	Norman the Slug with the Silly Shell by Sue Hendra and Paul Linnet, published by Simon & Schuster Children's UK, ISBN 1847389767	Peanut Goes for the Gold by Jonathan Van Ness and Gillian Reid, published by HarperCollins, ISBN 0062941003
Perfectly Norman by Tom Percival, published by Bloomsbury Children's Books, ISBN 9781408880975	Something Else by Kathryn Cave, published by Mondo Publishing, ISBN 1572555637	Tyrannosaurus Drip by Julia Donaldson, published by MacMillan UK, ISBN 1405090006	Welcome to Lizard Lounge by Laura Hambleton, published by Milet Publishing, ISBN 1840593903
Baking with Dad by Aurora Cacciapuoti, published by Child's Play, ISBN 1846437547	Jacob's New Dress by Sarah Hoffman and Ian Hoffman, published by Albert Whitman & Company, ISBN 0807563730	Julián Is a Mermaid by Jessica Love, published by Candlewick, ISBN 9780763690458	Super Duper You by Sophie Henn, published by Puffin ISBN 0141385480

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The Paper Bag Princess by Robert Munsch, published by Annick Press, ISBN 0920236162	The Sissy Duckling by Harvey Fierstein, published by Simon & Schuster Books for Young Readers, ISBN 1416903135	Tough Chicks by Cece Meng, published by Clarion Books, ISBN 0618824154	Tough Guys Have Feelings Too by Keith Negley
ABC, a Family Alphabet Book by Bobbie Combs, published by Two Lives Publishing, ISBN 0967446813	And Tango Makes Three by Justin Richardson and Peter Parnell, published by Simon & Schuster Books for Young Readers, ISBN 0689878451	Dad David, Baba Chris and Me by Ed Merchant, published by British Association for Adoption and Fostering (BAAF), ISBN 1905664893	Daddy, Papa, and Me by Lesléa Newman, published by Tricycle Press, ISBN 1582462623
Donovan's Big Day by Lesléa Newman and Mike Dutton, published by Tricycle Press, ISBN 1582463328	Heather Has Two Mummies by Lesléa Newman and Laura Cornell, published by Walker Books, ISBN 1406365556	Hello, Sailor by Ingrid Godon, published by Macmillan UK, ISBN 0333992903	I Am Living in 2 Homes (I Am Book) by Garcelle Beauvais, published by Stranger Kids, ISBN B00JKGDP98
If I Had a Hundred Mummies by Vanda Carter, published by Onlywomen Press, ISBN 0906500915	King and King by Stern Nijland and Linda de Haan, published by Tricycle Press, ISBN 1582460612	Love Makes a Family by Sophie Beer, published by Caterpillar Books, ISBN 1838910670	Mister Seahorse by Eric Carle, published by Puffin, ISBN 0140569898
Mommy, Mama, and Me by Lesléa Newman, published by Tricycle Press, ISBN 1582462631	Our Twitchy by Kes Gray, published by Henry Holt and Co., ISBN 0805074546	Picnic in the Park by Joe Griffiths, published by British Association for Adoption & Fostering, ISBN 1905664087	Plenty of Hugs by Fran Manushkin, published by Dial Books, ISBN 0525554017
Stella Brings the Family by Miriam B. Schiffer and Holly Clifton-Brown, published by Chronicle Books, ISBN 1452111901	The Family Book by Todd Parr, published by Little, Brown Books for Young Readers, ISBN 0316155632	The Great Big Book of Families by Mary Hoffman and Ros Asquith, published by Lincoln Children's Books, ISBN 1847805876	Two Dads: A book about adoption by Carolyn Robertson and Sophie Humphreys, published by Sparklypoo Publications, ISBN 0993115306
Two Mums and a Menagerie by Carolyn Robertson and Patricia deVilliers, published by Sparklypoo Publications, ISBN 0993115314	We Are Family by Patricia Hegerty and Ryan Wheatcroft, published by Tiger Tales, ISBN 9781680100549	Worm Loves Worm by J.J. Austrian, published by Balzer + Bray, ISBN 0062386336	Emma and Meesha My Boy: A Two Mom Story by Kaitlyn Taylor Considine, published by TWOMOMBOOKS.com ISBN 1413416004
Frog in Love by Max Velthuijs, published by Henry Holt, ISBN 0805076549	Spacegirl Pukes by Katy Watson, published by Onlywomen Press, ISBN 0906500877	Under the Love Umbrella by Davina Bell and Allison Colpoys, published by Scribble UK, ISBN 1925228975	10,000 Dresses by Marcus Ewert and Rex Ray, published by Seven Stories Press, ISBN 1583228500
Are You a Boy or Are You a Girl? by Sarah Savage and Fox Fisher, published by Jessica Kingsley Publishers, ISBN 178592267X	I Am Jazz by Jessica Herthel and Jazz Jennings, published by Dial Books, ISBN 0803741073	Red: A Crayon's Story by Michael Hall, published by GreenWillBk, ISBN 9780062252074	The Penguin Stories – gender diversity
Staff training and information (generalised, not age specific)	<ul style="list-style-type: none"> • FREE Anti-bullying CPD online • Brook resources and training (there is a charge for this training) • Not alone in Sutton – Signs of Abuse • Sexting in schools - video 		

	<ul style="list-style-type: none"> • Challenging sexist language • Outside the Box Promoting Gender Equality & Tackling Sexual Harassment in Schools • Homophobic and transphobic bullying • Emotional Literacy, practical pre-school books • Personal Boundaries • Digital Literacy overview from EY to KS5
Parent Information	<ul style="list-style-type: none"> • Safer Internet • Internet Safety • T.A.L.K Campaign • ThinkUKnow internet safety • Sex Education • Parentzone • Parentzone resources • Everyone's Invited • https://saferinternet.org.uk/guide-and-resource/parents-and-carers

Support

<https://sexualabusesupport.campaign.gov.uk/>

<https://survivorsnetwork.org.uk/resource/interactive-court-room/>

<https://survivorsnetwork.org.uk/resource/grounding/>

<https://oneinfour.org.uk/>

Appendix 7 - Key Stage 1 (Years 1&2)

Opportunities to link in with the curriculum	
Education for a Connected world	<p>Self-image and Identity</p> <p>I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p>I can explain how other people may look and act differently online and offline.</p> <p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p>
	<p>Online Relationships</p> <p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p>
	<p>Online Reputations</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>
	<p>Online Bullying</p> <p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help.</p>
	<p>Health, well-being and lifestyle</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>
Opportunities to link in with the curriculum	
RSHE	By the end of Primary children should know

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

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	<ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. where and how to report concerns and get support with issues online. 	
Resource links		
Women's Aid – Expect Respect, Healthy Relationships Toolkit (Pages 26-36 activities for ages 5-7yrs) <ul style="list-style-type: none"> Looking at challenging gender expectations through toys Friends, secrets and people who can help us Gender, careers and assumptions 	Anti-Bullying pack (Cost implication)	
Ages 5-11 Share Aware Video clips and lesson	NSPCC Pants Rule	
Women's Aid Chatter box game for younger children	KS1 online responsibility	
Talking about Domestic Abuse	My Body belongs to me social story	
KS1 Showing respect	KS1 being happy and safe	
Talking to kids about Consent	Promoting positive relationships	
Anti-bullying resource pack	LGBTQ+ resources	
http://the-classroom.org.uk/by-key-stage/key-stage-1/	LGBT history month resources	
Online safety age 4-7	KS1 Super mood movers	
Self-esteem project	Childnet – smartie the penguin	
KS1 wellbeing – bouncing back to class	The Adventures of Kara, Winston and the Smart crew - Childnet	
Digiduck Stories - Childnet	Online Safety for Primary 3-11	
Online safety Primary Get Smart	https://www.gires.org.uk/classroom-lesson-plans/	
Consent for online safety		
Books		
Pantasaurus and the Power of Pants.	No trespassing: this is my body By Pattie Fitzgerald	Y1/2 'Have You Filled A Bucket Today?' Book By Carol McCloud
No means no: teaching children about personal boundaries, respect and consent; empowering kids by respecting their choices and their right to say, 'no' By Jayneen Sanders	An exceptional children's guide to touch: teaching social and physical boundaries to kids By Hunter Manasco and Katharine Manasco	Helen Cowie , Harriet Tenenbaum and Ffion Jones Publisher Jessica Kingsley (2019) ISBN 9781785925481
My body: what I say goes: a book to empower and teach children about personal body safety, feelings, safe and unsafe touch, private parts, secrets and surprises, consent, and respectful relationships By Jayneen Sanders	It's my body: a book to teach young children how to resist uncomfortable touch By Lory Freeman	Using restorative circles in schools: how to build strong learning communities and foster student wellbeing. Berit Follestad and Nina Wroldsen Publisher Jessica Kingsley (2019) ISBN 9781785925283

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Supporting troubled young people: a practical guide to helping with mental health problems. Steven Walker Publisher Critical (2019) Shelved at ISBN 9781912508730	It's my body. Louise Spilsbury Publisher Franklin Watts (2018) Shelved at ISBN 9781445161679	How monsters wish to feel: a story about emotional resilience. Juliette Tfofa and Julia Gallego (ill) Publisher Routledge (2018) Shelved at ISBN 9781909301849
Nurturing emotional resilience in vulnerable children and young people: a practical guide. Juliette Tfofa Publisher Routledge (2018) ISBN 9781909301856	Children's mental health and emotional well-being in primary schools. Colin Howard , Maddie Burton , Denisse Levermore and Rachel Barel Publisher Sage (2017) ISBN 9781473975798	The school of wellbeing: 12 extraordinary projects promoting children and young people's mental health and happiness. Jenny Hulme Publisher Jessica Kingsley (2017) ISBN 9781785920967
Inspiring and creative ideas for working with children: how to build relationships and enable change. Deborah M. Plummer Publisher Jessica Kingsley (2017) ISBN 9781849056519	School bullying: teachers helping students cope. Phillip T. Slee Publisher Routledge (2017) ISBN 9781138911932	This is my body and it belongs to me: an introduction to sexual abuse prevention and response for children ages 3 and up. Alisha Hawthorne-Martinez Publisher PublishNation LLC (2016) Shelved at ISBN 9781365310195
Ollie and his super powers. Alison Knowles Publisher Jessica Kingsley (2016) ISBN 9781785920493	Ollie and the golden stripe. Alison Knowles Publisher Jessica Kingsley (2016) ISBN 9781785920813	My body: what I say goes: a book to empower and teach children about personal body safety, feelings, safe and unsafe touch, private parts, secrets and surprises, consent, and respectful relationships. (2016) ISBN 9781925089264
Bobby Gilliam, brave and strong: a tool for the prevention of childhood sexual abuse. Carolyn Byers Ruch Publisher Red Boot ([2015]) ISBN 9781518828850	That's so gay: challenging homophobic bullying. Jonathan Charlesworth Publisher Jessica Kingsley (2015) ISBN 9781849054614	Share some secrets. Christina Gabbitas and Ric Lumb (ill) Publisher Poems and Pictures ([2015]) ISBN 9780957255258
Girl bullying. Sam Littlemore Publisher Crown House Publishing (2015) ISBN 9781845909536	Chicken clicking. Jeanne Willis and Tony Ross Publisher Andersen Press (2015) ISBN 9781783441617	Teaching protective behaviours to young children: first steps to safety programme. Carolyn Gelenter , Nadine Prescott and Belinda Riley Publisher Speechmark (2014) ISBN 9780863889820
Kidpower safety comics: an introduction to "people safety" skills for younger children ages 3 to 10 and their adults.	No trespassing: this is my body. Pattie Fitzgerald Publisher Safely Ever After, Inc. (2011)	Bobby and Mandee's good touch bad touch. Robert Kahn and Chris Hardie (ill) Publisher Future Horizons (2011)

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Irene van der Zande and Amanda Golert (ill) Publisher Kidpower Teenpower Fullpower International (2012) ISBN 9781479147205	ISBN 9780984747207	ISBN 9781935274544
I said no: a kid-to-kid guide to keeping private parts private. Zack King , Kimberly King and Sue Rama (ill) Publisher Boulden Publishing (2010) ISBN 9781878076496	My body belongs to me. Jill Starishevsky and Sara Muller (ill) Publisher Safety Star Media (2007) ISBN 9780982121603	Aaaarrgghh! Spider! <i>by Lydia Monks, published by Egmont Books (UK),</i> ISBN 1405210443
Giraffes Can't Dance <i>by Giles Andreae, published by Orchard Books, ISBN 0439287197</i>	Llama Glamarama <i>by Simon James Green and Garry Parsons, published by Scholastic, ISBN 1407197037</i>	Norman the Slug with the Silly Shell <i>by Sue Hendra and Paul Linnet, published by Simon & Schuster Children's UK, ISBN 1847389767</i>
Peanut Goes for the Gold <i>by Jonathan Van Ness and Gillian Reid, published by HarperCollins, ISBN 0062941003</i>	Perfectly Norman <i>by Tom Percival, published by Bloomsbury Children's Books, ISBN 9781408880975</i>	Something Else <i>by Kathryn Cave, published by Mondo Publishing, ISBN 1572555637</i>
The Other Ark <i>by Lynley Dodd, published by Puffin, ISBN 0141500182</i>	Tyrannosaurus Drip <i>by Julia Donaldson, published by MacMillan UK, ISBN 1405090006</i>	Baking with Dad <i>by Aurora Cacciapuoti, published by Child's Play, ISBN 1846437547</i>
Jacob's New Dress <i>by Sarah Hoffman and Ian Hoffman, published by Albert Whitman & Company, ISBN 0807563730</i>	Julián Is a Mermaid <i>by Jessica Love, published by Candlewick, ISBN 9780763690458</i>	Super Duper You <i>by Sophie Henn, published by Puffin ISBN 0141385480</i>
The Paper Bag Princess <i>by Robert Munsch, published by Annick Press, ISBN 0920236162</i>	The Sissy Duckling <i>by Harvey Fierstein, published by Simon & Schuster Books for Young Readers, ISBN 1416903135</i>	Tough Chicks <i>by Cece Meng, published by Clarion Books, ISBN 0618824154</i>
Tough Guys Have Feelings Too <i>by Keith Negley</i>	My Footprints <i>by Bao Phi and Basia Tran, published by Raintree, ISBN 1474762433</i>	The Different Dragon <i>by Jennifer Bryan, published by Two Lives Publishing, ISBN 0967446864</i>

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Jump <i>by Michelle Magorian, published by Walker Books Ltd, ISBN 0744589614</i>	Oliver Button Is a Sissy <i>by Tomie dePaola, published by HMH Books for Young Readers, ISBN 0156681404</i>	Super Duper You <i>by Sophie Henn, published by Puffin ISBN 0141385480</i>
The Queen Engineer <i>by Suzanne Hemming and Jacquie Hughes, published by Thea Chops Books, ISBN 0995725926</i>	Dad Heather Has Two Mummies <i>by Lesléa Newman and Laura Cornell, published by Walker Books, ISBN 1406365556</i>	Heather Has Two Mummies <i>by Lesléa Newman and Laura Cornell, published by Walker Books, ISBN 1406365556</i>
King and King <i>by Stern Nijland and Linda de Haan, published by Tricycle Press, ISBN 1582460612</i>	Daddy, Papa, and Me <i>by Lesléa Newman, published by Tricycle Press, ISBN 1582462623</i>	Dad David, Baba Chris and Me <i>by Ed Merchant, published by British Association for Adoption and Fostering (BAAF), ISBN 1905664893</i>
Hello, Sailor <i>by Ingrid Godon, published by Macmillan UK, ISBN 0333992903</i>	I Am Living in 2 Homes (I Am Book) <i>by Garcelle Beauvais, published by Stranger Kids, ISBN B00JKGDP98</i>	Plenty of Hugs <i>by Fran Manushkin, published by Dial Books, ISBN 0525554017</i>
Stella Brings the Family <i>by Miriam B. Schiffer and Holly Clifton-Brown, published by Chronicle Books, ISBN 1452111901</i>	The Duke Who Outlawed Jelly Beans <i>by Johnny Valentine, published by Alyson Books, ISBN 1555831990</i>	The Pirate Mums <i>by Jodie Lancet-Grant and Lydia Corry, published by OUP Oxford, ISBN 0192777793</i>

Staff training and information	<ul style="list-style-type: none"> • FREE Anti-bullying CPD online • Brook Traffic Light Tool (there is a charge for this training) • Not alone in Sutton – Signs of Abuse • Sexting in schools - video • Challenging sexist language • Outside the Box Promoting Gender Equality & Tackling Sexual Harassment in Schools • Homophobic and transphobic bullying • Emotional Literacy, practical pre-school books • Personal Boundaries • Digital Literacy overview from EY to KS5
Parent Information	<ul style="list-style-type: none"> • Safer Internet • Internet Safety

- | | |
|--|--|
| | <ul style="list-style-type: none">• T.A.L.K Campaign• ThinkUKnow internet safety• Sex Education• Parentzone• Parentzone resources• Everyone's Invited• https://saferinternet.org.uk/guide-and-resource/parents-and-carers |
|--|--|

Support

<https://sexualabusesupport.campaign.gov.uk/>

<https://survivorsnetwork.org.uk/resource/interactive-court-room/>

<https://survivorsnetwork.org.uk/resource/grounding/>

<https://oneinfour.org.uk/>

Appendix 8 – Key Stage 2 Toolkit (Years 3-6)

Opportunities to link in with the curriculum	
Education for a Connected world	<p>Self-Identity</p> <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> <p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p>
	<p>Online Relationships</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p> <p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>
	<p>Online Reputations</p> <p>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p>
	<p>Online Bullying</p> <p>I can describe appropriate ways to behave towards other people online and why this is important.</p>

	<p>I can give examples of how bullying behaviour could appear online and how someone can get support. I can recognise when someone is upset, hurt or angry online. I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.</p> <p>Managing Online Information I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share. I can identify, flag and report inappropriate content.</p> <p>Health, well-being and lifestyle I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>
Opportunities to link in with the curriculum	
RSHE	<p>By the end of Primary children should know</p> <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online.

Resource links

[Women's Aid – Expect Respect, Healthy Relationships Toolkit](#) (Pages 37-57 activities for ages 7-11yrs)

- *Resolving conflict and where to get help*
- *Examining violence, excuses and responsibility*
- *Secrets and stories*
- *Court room game*
- *My online identity*

[Peer Pressure \(small cost implication\)](#)

[LGBT primary assembly](#)

[Y6 – peer pressure, keeping yourself safe](#)

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Y6 positive relationships	Relationship boundaries (small cost implications)	
Teaching consent to kids	consent for kids - YouTube	
Protect Yourself Rules - Safe Touch / Unsafe Touch - YouTube	A range of resources on different themes linked to child-on-child abuse and other themes.	
Parentzone – safe exploring of the internet	Parentzone – Ollie the virtual friend	
Y6 – NSPCC It's Not Ok	Explore ideas around equality and diversity with children and young people.	
Y6 – keeping safe out and about	Consent, Boss of my Body	
NSPCC teaching e-safety	Brook - Some resources suitable for KS2, some older.	
UKS2 Childnet – Just a Joke	Y3/4 – friendship struggles	
PSHE association – Disrespect No Body	The Hideout - spiralling	
KS2 Rights and Respect	Year 6 Physical and Mental Well-being	
KS2 Wellbeing Super Mood Movers	KS2-3 when I worry about things	
KS2 Growth Mindset	LGBTQ+ best practice toolkit	
Online safety Primary	Online Safety for Primary	
Consent for online safety	LGBTQ+ month 2021 resources	
Childnet – being smart with your smartphone	EY and Primary	
Resources and lesson from EY-Post 16	Domestic abuse – helping hands	
Books		
<p>No trespassing: this is my body By Pattie Fitzgerald</p>	<p>It's my body: a book to teach young children how to resist uncomfortable touch By Lory Freeman</p>	<p>Emily is being bullied, what can she do?: a story and anti-bullying guide for children and adults to read together. Helen Cowie, Harriet Tenenbaum and Ffion Jones Publisher Jessica Kingsley (2019) Shelved at ISBN 9781785925481</p>
<p>An exceptional children's guide to touch: teaching social and physical boundaries to kids By Hunter Manasco and Katharine Manasco</p>	<p>Peter's Story - the central character, has a parent who has transitioned to live as a woman. His teacher's response is a key feature. The story takes less than 10 minutes to read.</p>	<p>Using restorative circles in schools: how to build strong learning communities and foster student wellbeing. Berit Follestad and Nina Wroldsen Publisher Jessica Kingsley (2019) ISBN 9781785925283</p>
<p>Supporting troubled young people: a practical guide to helping with mental health problems. Steven Walker Publisher Critical (2019) ISBN 9781912508730</p>	<p>It's my body. Louise Spilsbury Publisher Franklin Watts (2018) ISBN 9781445161679</p>	<p>How monsters wish to feel: a story about emotional resilience. Juliette Ttofa and Julia Gallego (ill) Publisher Routledge (2018) ISBN 9781909301849</p>

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<p>Who Are You? A Kid's Guide to Gender Identity by Brook Pessin-Whedbee, published by Jessica Kingsley Publishers, ISBN 1785927280</p>	<p>Children's mental health and emotional well-being in primary schools. Colin Howard, Maddie Burton, Denisse Levermore and Rachel Barell Publisher Sage (2017) ISBN 9781473975798</p>	<p>The school of wellbeing: 12 extraordinary projects promoting children and young people's mental health and happiness. Jenny Hulme Publisher Jessica Kingsley (2017) ISBN 9781785920967</p>
<p>Inspiring and creative ideas for working with children: how to build relationships and enable change. Deborah M. Plummer Publisher Jessica Kingsley (2017) ISBN 9781849056519</p>	<p>School bullying: teachers helping students cope. Phillip T. Slee Publisher Routledge (2017) ISBN 9781138911932</p>	<p>This is my body and it belongs to me: an introduction to sexual abuse prevention and response for children ages 3 and up. Alisha Hawthorne-Martinez Publisher PublishNation LLC (2016) ISBN 9781365310195</p>
<p>Ollie and his super powers. Alison Knowles Publisher Jessica Kingsley (2016) ISBN 9781785920493</p>	<p>Ollie and the golden stripe. Alison Knowles Publisher Jessica Kingsley (2016) ISBN 9781785920813</p>	<p>The boy who built a wall around himself. Ali Redford Publisher Jessica Kingsley (2016) ISBN 9781849056830</p>
<p>My body: what I say goes: a book to empower and teach children about personal body safety, feelings, safe and unsafe touch, private parts, secrets and surprises, consent, and respectful relationships. Jayneen Sanders ISBN 9781925089264</p>	<p>Bobby Gilliam, brave and strong: a tool for the prevention of childhood sexual abuse. Carolyn Byers Ruch Publisher Red Boot ([2015]) ISBN 9781518828850</p>	<p>That's so gay: challenging homophobic bullying. Jonathan Charlesworth Publisher Jessica Kingsley (2015) ISBN 9781849054614</p>
<p>Girl bullying. Sam Littlemore Publisher Crown House Publishing (2015) ISBN 9781845909536</p>	<p>No means no: teaching children about personal boundaries, respect and consent; empowering kids by respecting their choices and their right to say, 'no'. Jayneen Sanders Publisher UpLoad (2015) ISBN 9781925089226</p>	<p>Cyber bullying. Nick Hunter Publisher Raintree Publishers (2013) ISBN 9781406223859</p>
<p>101 activities for social and emotional resilience. Sue Jennings Publisher Hinton House (2013) ISBN 9781906531461</p>	<p>Kidpower safety comics: an introduction to "people safety" skills for younger children ages 3 to 10 and their adults. Irene van der Zande and Amanda Golert (ill) Publisher Kidpower Teenpower Fullpower International (2012) ISBN 9781479147205</p>	<p>No trespassing: this is my body. Pattie Fitzgerald Publisher Safely Ever After, Inc. (2011) ISBN 9780984747207</p>
<p>Bobby and Mandee's good touch bad touch. Robert Kahn and Chris Hardie (ill) Publisher Future Horizons (2011) ISBN 9781935274544</p>	<p>I said no: a kid-to-kid guide to keeping private parts private. Zack King, Kimberly King and Sue Rama (ill) Publisher Boulden Publishing (2010)</p>	<p>Protective behaviours: activities for teaching protective behaviours in schools. 2nd ed.</p>

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	ISBN 9781878076496	Jodie Bodsworth , Anna Carter and Simon Sneath Publisher Speechmark (2009) ISBN 9780863886768
My body belongs to me. Jill Starishevsky and Sara Muller (ill) Publisher Safety Star Media (2007) ISBN 9780982121603	Free to Be...You and Me <i>by Marlo Thomas, published by Running Press, ISBN 0762413069</i>	Kenny Lives with Erica and Martina <i>by Olly Pike, published by Oliver Pike, ISBN 0993340776</i>
Llama Glamarama <i>by Simon James Green and Garry Parsons, published by Scholastic, ISBN 1407197037</i>	My Footprints <i>by Bao Phi and Basia Tran, published by Raintree, ISBN 1474762433</i>	Perfectly Norman <i>by Tom Percival, published by Bloomsbury Children's Books, ISBN 9781408880975</i>
Princess Princess Ever After <i>by K O'Neill, published by Oni Press, ISBN 1620103400</i>	Stories for Boys Who Dare to Be Different <i>by Ben Brooks, published by Quercus, ISBN 9781787471986</i>	The Manny Files <i>by Christian Burch, published by Aladdin, ISBN 1416955348</i>
Better Nate Than Never <i>by Tim Federle, published by Walker Books, ISBN 9781406361539</i>	Bill's New Frock <i>by Anne Fine, published by Egmont Books Ltd, ISBN 140520060X</i>	Lumberjanes 1: Beware the Kitten Holy <i>by Noelle Stevenson, Grace Ellis, Shannon Watters and Brooke Allen, published by Boom Entertainment, ISBN 1608866874</i>
Oliver Button Is a Sissy <i>by Tomie dePaola, published by HMH Books for Young Readers, ISBN 0156681404</i>	The Princesses Have a Ball <i>by Teresa Bateman, published by Albert Whitman & Company, ISBN 0807566284</i>	The Queen Engineer <i>by Suzanne Hemming and Jacquie Hughes, published by Thea Chops Books, ISBN 0995725926</i>
My Maddy <i>by Gayle E. Pitman and Violet Tobacco, published by Magination Press</i>	Pearl Power and The Girl with Two Dads <i>by Mel Elliott, published by I Love Mel, ISBN 1527266729</i>	The Best Man <i>by Richard Peck, published by Puffin Books, ISBN 0147515793</i>
She's My Dad <i>by Sarah Savage and Joules Garcia, published by Jessica Kingsley Publishers, ISBN 1785926152</i>	Be Who You Are <i>by Jennifer Carr, published by Authorhouse, ISBN 145208725</i>	George <i>by Alex Gino, published by Scholastic USA, ISBN 0545812577</i>
Gracefully Grayson	I Am Jazz	Red: A Crayon's Story

<i>by Ami Polonsky, published by Disney-Hyperion, ISBN 1484723651</i>	<i>by Jessica Herthel and Jazz Jennings, published by Dial Books, ISBN 0803741073</i>	<i>by Michael Hall, published by GreenWilBk, ISBN 9780062252074</i>
Sylvia and Marsha Start a Revolution!: The Story of the Trans Women of Colour Who Made LGBTQ+ History <i>by Joy Ellison and Teshika Silver, published by Jessica Kingsley Publishers, ISBN 1787755304</i>	When Aiden Became a Brother <i>by Kyle Lukoff, published by Lee & Low Books, ISBN 1620148374</i>	When Kayla Was Kyle <i>by Amy Fabrikant, published by Avid Readers Publishing Group, ISBN 1612861547</i>

Staff training and information	<ul style="list-style-type: none"> • FREE Anti-bullying CPD online • Brook resources and training (there is a charge for this training) • Not alone in Sutton – Signs of Abuse • Sexting in schools - video • Challenging sexist language • Outside the Box Promoting Gender Equality & Tackling Sexual Harassment in Schools • Homophobic and transphobic bullying • Emotional Literacy, practical pre-school books • Personal Boundaries • Digital Literacy overview from EY to KS5
Parent Information	<ul style="list-style-type: none"> • Safer Internet • Internet Safety • T.A.L.K Campaign • ThinkUKnow internet safety • Sex Education • Parentzone • Parentzone resources • Everyone's Invited • https://saferinternet.org.uk/guide-and-resource/parents-and-carers

Support

<https://sexualabusesupport.campaign.gov.uk/>

<https://survivorsnetwork.org.uk/resource/interactive-court-room/>

<https://survivorsnetwork.org.uk/resource/grounding/>

<https://oneinfour.org.uk/>

OfftheRecord - <https://www.talkofftherecord.org/croydon/>

Appendix 9 – Key Stage 3 Toolkit (Years 7-9)

Opportunities to link in with the curriculum	
Education for a Connected world	<p>Self-Identity</p> <p>I can explain how anyone can curate and experiment with their identity online and why they might wish to do this.</p> <p>I can describe how messages online portraying 'identity ideals' can inhibit someone from being themselves online or sharing things openly.</p> <p>I can explain how online images can help to reinforce stereotypes.</p> <p>I can describe some of the pressures that people can feel when they are using social media (e.g. peer pressure, a desire for peer approval, comparing themselves or their lives to others, 'FOMO').</p> <p>I can explain how any images and videos can be digitally manipulated (e.g. using filters, cropping, deep fake technology).</p>
	<p>Online Relationships</p> <p>I can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can offer examples. e.g. racist / homophobic comments, social influencers sharing weight loss products, grooming; radicalisation; coercion.</p> <p>I can describe some signs of harmful online situations e.g. sexual harassment, grooming, cyberbullying.</p> <p>I can assess when I need to take action and explain what to do if I am concerned about my own or someone else's online relationship.</p> <p>I can recognise harmful language of a discriminatory nature and harassment online and who can support people if this occurs (e.g. homophobia, name-calling, threatening to 'out' someone, threatening violence).</p> <p>I can describe different ways someone can give, gain or deny consent online and explain why context is important for assessing this.</p> <p>I can explain the differences between active, passive and assumed consent online.</p> <p>I can explain why we have a collective responsibility to gain consent before sharing or forwarding information online (e.g. personal details, images etc.)</p> <p>I can give examples of how harmful online sexual behaviour can occur and can critically assess the potential harm. I can explain what is meant by making and sharing explicit images and videos (e.g. nudes and upskirting),</p> <p>I can identify different contexts in which this can happen (e.g. consensual, non-consensual), explain a range of possible impacts and identify strategies for seeking help.</p> <p>I can describe the laws that govern online behaviour and how they inform what is acceptable or legal (e.g. sexting and related terminology, trolling, harassment, stalking).</p>
	<p>Online Reputations</p> <p>I can describe and assess the benefits and the potential risks of sharing information online.</p> <p>I can identify some of the key laws governing online behaviour and reputation and the potential criminal implications of breaking them.</p>
	<p>Online Bullying</p> <p>I can describe how bullying may change as we grow older and recognise when it is taking place online.</p> <p>I can explain and assess a variety of routes to report bullying both in school and at home that include: social reporting, peer support, anonymous reporting routes and helpline services.</p> <p>I can describe some of the laws that govern online behaviour and bullying and the potential implications of breaking them.</p> <p>I can explain what actions I can take if I believe these laws have been broken.</p>

	<p>I can explain my criteria for distinguishing between online bullying and teasing (banter) online. I can offer examples to differentiate between them.</p> <p>I can demonstrate how someone would intervene (and how they would assess if this should be directly or indirectly) to support others who are experiencing difficulties online.</p> <p>I can give examples of effective strategies which might help myself or others.</p> <p>I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism, ableism, exclusion of others from online forms of communication. setting up fake profiles of another person).</p> <p>I can identify and demonstrate actions to support others who are experiencing difficulties online.</p> <p>I can explain why anyone experiencing online abuse is never to blame (e.g. victim blaming) and that to suggest they are is wrong.</p> <p>I can explain how cruelty and unpleasant comments can escalate quickly online.</p> <p>Managing Online Information</p> <p>I can explain how 'liking', 'sharing' or 'forwarding' online content can change people's opinions of someone (e.g. contribute to or damage their online reputation).</p> <p>I can explain that whilst 'everyone is entitled to their opinion' not all opinions are equally credible or morally defensible (and some may be restricted from public expression e.g. those that encourage racial or religious hatred).</p> <p>Health, well-being and lifestyle</p> <p>I know how to report content which is promoting unhealthy or harmful behaviour.</p>
Opportunities to link in with the curriculum	
RSHE	<p>By the end of Secondary children should know</p> <ul style="list-style-type: none"> • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Resource links

[Women's Aid – Expect Respect, Healthy Relationships Toolkit](#) (from page 59 - activities for ages 11-14yrs)

- *Unwritten rules and managing conflict*
- *My online identity and footprint*
- *Introduction to domestic violence and abuse*
- *Online behaviours*
- *Myths and realities*

[Bullying and Friendship](#)

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LGBT black history month assembly for 11-14	E-safety Quiz for 11-14	
Challenging Homophobia (small cost implication)	Sexually transmitted infections handout age 11-14	
NSPCC - It's Not OK	Sex and Relationships Workbook (cost implication)	
NSPCC - Explore gender equalities, sexual harassment and violence	Contraception, consent and STI's (cost implication)	
Online Grooming	So you got naked online?	
Safeguarding, Relationships, Grooming & Child Sexual Exploitation	Sexual harassment in schools Lesson plans and session guidance	
Promoting healthy relationship	It's Not OK	
Stop, Speak Support	Share Aware	
KS3 – send me a pic	Somethings not right campaign	
Relationships Myth Vs Reality	KS3 Thinkuknow	
Online Body Image Myth Vs Reality	Pornography Myth Vs Reality	
BROOK - FREE RSE resources	Just send it	
Public Sexual harassment	Disrespect NoBody	
Campaign to end sexual harassment (short video included)	Step up Speak up (Y9)	
Give and get consent	Domestic abuse education toolkit	
Consent short video	KS3 Could Mindfulness really work for me?	
KS3 Your body your Image	KS3 consent lesson plan NSPCC	
KS3-4 beaten by my boyfriend	KS3-4 online grooming	
KS3 stories about teenage mental health	KS3-4 Consent (small cost implication)	
KS3 mental health	KS3-4 Physical/mental wellbeing	
Online Safety Secondary	LGBTQ+ Resources and lesson	
Consent for online safety	Online Safety for Secondary 11-19	
Online Safety- CEOP	KS3 how risky are my social media posts?	
Is this Consensual?	LGBTQ+ month 2021 resources	
harmful-sexual-behaviour/	sexual-consent/	
RSHE – KS3-4 – various themes	consent-toolkit (cost implication)	
KS2-3 when I worry about things	Making sense of relationships - consent	
healthy-relationships	teaching-consent/	
Sending Nudes		
Books		
Child abuse (Issues Today Series, Vol. 28) By Christina Hughes (ed.)	https://www.tes.com/teaching-resource/lgbt-history-month-assembly-11475789	Zipit By Childline
Safe hands: keeping safe: ages 12-16 By Moira Anderson Foundation and Sandra Brown	https://www.tes.com/teaching-resource/lgbt-pshe-2020-12165931	Colour Outside the Lines: Stories about Love

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		<i>by Sangu Mandanna, Published by Soho Press, ISBN 1641290463</i>
Moonstruck, Vol 1: Magic to Brew <i>by Grace Ellis, published by Image Comics, ISBN 1534304770</i>	Lumberjanes 1: Beware the Kitten Holy <i>by Noelle Stevenson, Grace Ellis, Shannon Watters and Brooke Allen, published by Boom Entertainment, ISBN 1608866874</i>	Tomboy: A Graphic Memoir <i>by Liz Prince, published by Zest Books, ISBN 1936976552</i>
Drama <i>by Rana Telgemeier, published by Scholastic, ISBN 0545326990</i>	Heartstopper Volume 1 <i>by Alice Oseman, published by Hodder Children's Books, ISBN 1444951386</i>	Leah on the Offbeat <i>by Becky Albertalli, published by Penguin, ISBN 9780241331057</i>
Two Boys Kissing <i>by David Levithan, published by Knopf Books, ISBN 0307931900</i>	Meg, Jo, Beth, and Amy <i>by Bre Indigo and Rey Terceiro, published by Little, Brown Young Readers US</i>	My Brother's Husband <i>by Gengoroh Tagame, published by Blackfriars, ISBN 034913457X</i>
Nothing Ever Happens Here <i>by Sarah Hagger-Holt, published by Usborne Publishing, ISBN 1474966233</i>	The Fascinators <i>by Andrew Eliopoulos, published by QuilTreeBk, ISBN 0062888048</i>	See you at Harry's <i>by Jo Knowles, published by Walker Books, ISBN 1406346071</i>
Strange Boy <i>by Paul Magrs, published by Simon & Schuster, ISBN 0689836570</i>	What's up with Jody Barton? <i>by Hayley Long, published by Macmillan Children's Books, ISBN 9781447267829</i>	Death in the Spotlight: A 'Murder Most Unladylike' mystery <i>by Robin Stevens, published by Puffin, ISBN 0141373822</i>
Last Bus to Everland <i>by Sophie Cameron, published by Macmillan Children's Books, ISBN 1509853189</i>	Rick <i>by Alex Gino, published by Scholastic, ISBN 9780702301827</i>	Boy Meets Boy <i>by David Levithan, published by Knopf Books, ISBN 0375832998</i>
Girl2girl – The Lives of Young Lesbian and Bisexual Women <i>by Norrina Rashid and Jane Hoy (editors), published by DIVA, ISBN 187374145-6</i>	Totally Joe <i>by James Howe, published by Atheneum, ISBN 0-689-83957-X</i>	You Should See Me in a Crown <i>by Leah Johnson, published by Scholastic, ISBN 0702304328</i>
Alex As Well <i>by Alyssa Brugman, published by Text Publishing, ISBN 1922079235</i>	Beautiful Music for Ugly Children <i>by Kirstin Cronn-Mills, published by Flux, ISBN 0738732516</i>	George <i>by Alex Gino, published by Scholastic USA, ISBN 0545812577</i>

TAKING ACTION ON SEXUAL ABUSE IN SCHOOLS

<p>Parrotfish by <u>Ellen Wittlinger</u>, published by <u>Simon & Schuster Books for Young Readers</u>, ISBN 1416916229</p>	<p>The Art of Being Normal by <u>Lisa Williamson</u>, published by <u>David Fickling Books</u>, ISBN:1910200328</p>	<p>Using restorative circles in schools: how to build strong learning communities and foster student wellbeing. <u>Berit Follestad</u> and <u>Nina Wroldsen</u> Publisher <u>Jessica Kingsley</u> (2019) ISBN 9781785925283</p>
<p>Supporting troubled young people: a practical guide to helping with mental health problems. <u>Steven Walker</u> Publisher <u>Critical</u> (2019) ISBN 9781912508730</p>	<p>Nurturing emotional resilience in vulnerable children and young people: a practical guide. <u>Juliette Tfofa</u> Publisher <u>Routledge</u> (2018) ISBN 9781909301856</p>	<p>What does consent really mean? <u>Pete Wallis</u> and <u>Thalia Wallis</u> Publisher <u>Singing Dragon</u> (2018) ISBN 9781848193307</p>
<p>The school of wellbeing: 12 extraordinary projects promoting children and young people's mental health and happiness. <u>Jenny Hulme</u> Publisher <u>Jessica Kingsley</u> (2017) ISBN 9781785920967</p>	<p>Talkabout sex and relationships 1: a programme to develop intimate relationship skills. <u>Alex Kelly</u> and <u>Emily Dennis</u> Publisher <u>Routledge</u> (2017) ISBN 9781911186205</p>	<p>Inspiring and creative ideas for working with children: how to build relationships and enable change. <u>Deborah M. Plummer</u> Publisher <u>Jessica Kingsley</u> (2017) ISBN 9781849056519</p>
<p>School bullying: teachers helping students cope. <u>Phillip T. Slee</u> Publisher <u>Routledge</u> (2017) ISBN 9781138911932</p>	<p>Bullying. <u>Cara Acred</u> (ed) Publisher <u>Independence</u> (2016) ISBN 9781861687494</p>	<p>That's so gay: challenging homophobic bullying. <u>Jonathan Charlesworth</u> Publisher <u>Jessica Kingsley</u> (2015) ISBN 9781849054614</p>
<p>Girl bullying. <u>Sam Littlemore</u> Publisher <u>Crown House Publishing</u> (2015) ISBN 9781845909536</p>	<p>Girls without limits: helping girls achieve healthy relationships, academic success, and interpersonal strength. <u>Lisa Hinkelman</u> Publisher <u>Corwin</u> (2013) ISBN 9781452241210</p>	<p>Cyber bullying. <u>Nick Hunter</u> Publisher <u>Raintree Publishers</u> (2013) ISBN 9781406223859</p>
<p>101 activities for social and emotional resilience. <u>Sue Jennings</u> Publisher <u>Hinton House</u> (2013) ISBN 9781906531461</p>	<p>Protective behaviours: activities for teaching protective behaviours in schools. 2nd ed. <u>Jodie Bodsworth</u>, <u>Anna Carter</u> and <u>Simon Sneath</u> Publisher <u>Speechmark</u> (2009) ISBN 9780863886768</p>	<p>Not until I'm ready: how do you know when you are ready to have sex? A study exploring young people's attitudes and experiences of knowing when you are ready to have sex. <u>Ellen Smith</u>, <u>Aylssa Cowell</u>, <u>Heidi Douglas</u> (ed) and <u>Tony Jeffs</u> (ed) Publisher <u>Streetwise</u> (2009)</p>
<p>The teen relationship workbook: for professionals helping teens to develop healthy relationships and prevent domestic violence. <u>Kerry Moles</u> and <u>Amy Leutenberg Brodsky</u> (ill)</p>		

Publisher <u>Wellness Reproductions and Publishing</u> (2001) ISBN 1893277038		
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Staff training and information	<ul style="list-style-type: none"> • FREE Anti-bullying CPD online https://www.anti-bullyingalliance.org.uk/ • Bullying https://www.tes.com/teaching-resource/barnardo-s-care-and-share-challenge-6062821 • https://pprimarystars.com/resources?filter%5Bsubject%5D%5B%5D=PSHE&viewSample=SamplePack • https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/ (there is a charge for this training) • https://notaloneinsutton.org.uk/signs-of-abuse/ • https://vimeo.com/search?q=Sexting+in+schools%3A+responses+to+abuse+through+image+sharing • http://brightonandhovelscb.org.uk/wp-content/uploads/Challenging_sexist_language.pdf • https://equalteach.co.uk/education/classroom-resources/outside-the-box/ • https://learning.anti-bullyingalliance.org.uk/course/6093/course-11-sexual-bullying • Homophobic and transphobic bullying • Emotional Literacy, practical pre-school books • Personal Boundaries
Parent Information	<ul style="list-style-type: none"> • https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2019/education-packs/activities-parents-and-carers • https://www.internetmatters.org/schools-esafety/pre-school/ • What is cyberbullying? (net-aware.org.uk) • Controlling behaviour in relationships https://www.womensaid.org.uk/controlling-behaviour-in-relationships-coercive-control/ • T.A.L.K Campaign https://talk.iwf.org.uk/ • Young people and dating Apps https://ineqe.com/2021/04/15/yp-and-dating-apps/ • https://www.thinkuknow.co.uk/parents/jessie-and-friends/ • https://www.thinkuknow.co.uk/parents/ • https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/educational-resources • https://saferinternet.org.uk/guide-and-resource/parents-and-carers • http://www.socialworkerstoolbox.com/a-parents-and-carers-guide-to-violence-and-abuse-in-teenage-relationships/

Support

<https://sexualabusesupport.campaign.gov.uk/>

<https://survivorsnetwork.org.uk/resource/interactive-court-room/>

<https://survivorsnetwork.org.uk/resource/grounding/>

<https://oneinfour.org.uk/>

OfftheRecord - <https://www.talkofftherecord.org/croydon/>

Appendix 10 – Key Stage 4 Toolkit (Years 10-11)

Opportunities to link in with the curriculum	
Education for a Connected world	<p>Self-Identity</p> <p>I can explain how online content can limit our autonomy by influencing peoples' thinking, feelings, beliefs, behaviours and responses; I can recognise and evaluate different factors and their impact.</p> <p>I know how to appropriately challenge negative comments or expectations concerning my online identity.</p> <p>I make positive contributions to other's self-identity, where appropriate (e.g. avoiding negative comments or positive commentary on profile pictures).</p> <p>I can describe the laws governing online sexual content.</p> <p>I can describe and critically assess ways in which viewing online sexual content can influence expectations and behaviour in relationships; I can assess how unrealistic or unreciprocated expectations could damage a relationship or be abusive.</p>
	<p>Online Relationships</p> <p>I can explain how consent can be mistakenly assumed and demonstrate how to appropriately challenge this e.g. within established friendships, being generalised or having been previously given.</p> <p>I can recognise healthy and unhealthy behaviour in relationships and assess when the use of technology is becoming coercive and / or controlling (e.g. obsessive communication via online platform or text, using location apps to monitor and manipulate).</p> <p>I can explain when this is abusive, and strategies for getting help and support.</p> <p>I can describe actions someone could take if they experience or are targeted by illegal online behaviour.</p> <p>I can explain how laws governing online behaviour vary depending on country.</p>
	<p>Online Reputations</p> <p>I can describe how to appropriately challenge content or behaviour that may have a negative impact on someone's online reputation.</p> <p>In cases where someone's online reputation may be viewed negatively, I am able to offer reasons and provide context as to why it may not always reflect who they are.</p> <p>I can describe and assess the benefits of the laws that govern online behaviour and reputation.</p> <p>I can differentiate between ethical and legal issues (e.g. libel, slander, racism, homophobia, injunction, trolling).</p>
	<p>Online Bullying</p> <p>I can identify and assess behaviours that might be seen as bullying in different online contexts (e.g. close friendship groups vs public forums) and adjust my own behaviour accordingly.</p> <p>I can assess and apply a range of more sophisticated strategies to deal with extreme forms of bullying (e.g. trolling and harassment in online forums).</p> <p>I can identify and explain some of the laws that criminalise activity related to online bullying (e.g. Computer Misuse Act; Protection from Harassment Act; Communications Act).</p> <p>I can demonstrate how to affect positive change in online groups when bullying behaviours arise.</p> <p>I can give examples of effective strategies that might achieve this (e.g. counter-narrative).</p> <p>I can identify bullying behaviours in a variety of online contexts (including educational and workplace settings) and can work cooperatively with others online to challenge those behaviours and prevent them recurring.</p>
	<p>Managing Online Information</p> <p>I can recognise when and analyse why online content has been designed to influence people's thoughts, beliefs or restrict their autonomy (e.g. fake / misleading reviews, fake news or propaganda).</p>

	<p>I can demonstrate the appropriate routes if I need to report illegal content, e.g. social media reporting tools, government reporting sites (terror material). I know what content is illegal to view and share online and can describe some of the laws governing online illegal content and that they may vary from country to country</p>
	<p>Health, well-being and lifestyle I can describe the laws around age related access to certain types of online content (e.g. gaming; gambling; alcohol / drugs related; sexual content). I can justify why they exist and assess their benefits and limitations. I can identify and demonstrate how to action effective routes for reporting concerns about age-related content issues.</p>
	<p>Privacy and Security I can explain the term ‘whistleblowing’ and evaluate when such action may be appropriate or inappropriate. I can explain the concepts ‘dark web’, ‘deep web’ and ‘closed peer sharing’ and can critically assess the issues associated with the use of such services.</p>
Opportunities to link in with the curriculum	
RSHE	<p>By the end of Secondary children should know</p> <ul style="list-style-type: none"> • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Resource links

[Women's Aid – Expect Respect, Healthy Relationships Toolkit](#) (Pages 66-70, 80-82, 96-141.)

- *Unwritten rules and managing conflict*
- *My online identity and footprint*
- *Online behaviours*
- *Myths and realities*
- *Behaviours – OK or not?*
- *Verbal and non-verbal consent*
- *Domestic abuse – it's criminal*
- *Understanding consent*
- *Consent and online relationships*
- *Young people and coercive control*

[STIs handout](#)

TAKING ACTION ON SEXUAL ABUSE IN SCHOOLS

E-safety complete lesson (cost implication)	NSPCC - Explore gender equalities, sexual harassment and violence
NSPCC - It's Not OK	So you got naked online?
Online Grooming	Safe risks and choices out and about – knife crime
Promoting healthy relationship	Sexual harassment in schools Lesson plans and session guidance
It's Not OK	Stop, Speak Support
Share Aware	Relationships Myth Vs Reality
KS4 Working out relationships	Online Body Image Myth Vs Reality
Pornography Myth Vs Reality	Just send it
Relationship safety KS4-5	Disrespect NoBody
BROOK - FREE RSE resources	The Mix website
Talking about sex including consent	Step up Speak up
Sex, relationships, the internet	Public Sexual harassment
Domestic abuse education toolkit	Campaign to end sexual harassment (short video included)
Online Safety- CEOP	Give and get consent
Consent short video	KS3-4 online grooming
KS3-4 beaten by my boyfriend	KS4 is this coercive control?
KS4 is this sexual harassment?	KS3-4 Consent (small cost implication)
KS3-4 Physical/mental wellbeing	KS4 Coping
LGBTQ+ Resources and lesson	Online Safety Secondary
Online Safety for Secondary 11-19	Staying safe online
Consent for online safety	https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/educational-resources
consent-NSPCC.pdf	RSHE secondary
teaching-consent/	healthy-relationships/
is-this-consensual-worksheet	Sendingnudes/
harmful-sexual-behaviour/	

Books		
Child abuse (Issues Today Series, Vol. 28) By Christina Hughes (ed.)	Banish your self-esteem thief: a cognitive behavioural therapy workbook on building self-esteem for young people By Kate Collins-Donnelly	Zipit By Childline
Safe hands: keeping safe: ages 12-16 By Moira Anderson Foundation and Sandra Brown	Using restorative circles in schools: how to build strong learning communities and foster student wellbeing. Berit Follestad and Nina Wroldsen Publisher Jessica Kingsley (2019)	What does consent really mean? Pete Wallis and Thalia Wallis Publisher Singing Dragon (2018) ISBN 9781848193307

TAKING ACTION ON SEXUAL ABUSE IN SCHOOLS

	ISBN 9781785925283	
Supporting troubled young people: a practical guide to helping with mental health problems. Steven Walker Publisher Critical (2019) ISBN 9781912508730	Nurturing emotional resilience in vulnerable children and young people: a practical guide. Juliette Ttofa Publisher Routledge (2018) ISBN 9781909301856	The school of wellbeing: 12 extraordinary projects promoting children and young people's mental health and happiness. Jenny Hulme Publisher Jessica Kingsley (2017) ISBN 9781785920967
Inspiring and creative ideas for working with children: how to build relationships and enable change. Deborah M. Plummer Publisher Jessica Kingsley (2017) ISBN 9781849056519	School bullying: teachers helping students cope. Phillip T. Slee Publisher Routledge (2017) ISBN 9781138911932	Bullying. Cara Acred (ed) Publisher Independence (2016) ISBN 9781861687494
Girl bullying. Sam Littlemore Publisher Crown House Publishing (2015) ISBN 9781845909536	Girls without limits: helping girls achieve healthy relationships, academic success, and interpersonal strength. Lisa Hinkelman Publisher Corwin (2013) ISBN 9781452241210	Cyber bullying. Nick Hunter Publisher Raintree Publishers (2013) ISBN 9781406223859
101 activities for social and emotional resilience. Sue Jennings Publisher Hinton House (2013) ISBN 9781906531461	Protective behaviours: activities for teaching protective behaviours in schools. 2nd ed. Jodie Bodsworth , Anna Carter and Simon Sneath Publisher Speechmark (2009) ISBN 9780863886768	Not until I'm ready: how do you know when you are ready to have sex? A study exploring young people's attitudes and experiences of knowing when you are ready to have sex. Ellen Smith , Aylssa Cowell , Heidi Douglas (ed) and Tony Jeffs (ed) Publisher Streetwise (2009)
Mooncakes <i>by Suzanne Walker and Wendy Xu, published by Lion Forge, ISBN 154930304X</i>	One in every crowd <i>by Ivan E. Coyote, published by Arsenal Pulp Press, ISBN 1551524597</i>	Tomboy: A Graphic Memoir <i>by Liz Prince, published by Zest Books, ISBN 1936976552</i>
The Black Flamingo <i>by Dean Atta and Anishika Khullar, published by Hodder Children's Books, ISBN 14449486-1</i>	The Perks of Being a Wallflower <i>by Stephen Chbosky, published by MTV Books/Pocket Books, ISBN 0-671-02734-4</i>	Two Boys Kissing <i>by David Levithan, published by Knopf Books, ISBN 0307931900</i>
Talkabout sex and relationships 1: a programme to develop intimate relationship skills.	That's so gay: challenging homophobic bullying. Jonathan Charlesworth Publisher Jessica Kingsley (2015)	The teen relationship workbook: for professionals helping teens to develop healthy relationships and prevent domestic violence.

TAKING ACTION ON SEXUAL ABUSE IN SCHOOLS

Alex Kelly and Emily Dennis Publisher Routledge (2017) ISBN 9781911186205	ISBN 9781849054614	Kerry Moles and Amy Leutenberg Brodsky (ill) Publisher Wellness Reproductions and Publishing (2001) ISBN 1893277038
Openly Straight <i>by Bill Konigsberg, published by Arthur A. Levine Books, ISBN 0-54550989-0</i>	Love in Revolution <i>by B. R. Collins, published by Bloomsbury Children's, ISBN 1-40881570-2</i>	I Hope We Choose Love: A Trans Girl's Notes from the End of the World <i>by Kai Cheng Thom, published by Arsenal Pulp Press, ISBN 1551527758</i>
The Fascinators <i>by Andrew Eliopoulos, published by QuilTreeBk, ISBN 0062888048</i>	Aristotle and Dante Discover the Secrets of the Universe <i>by Benjamin Alire Sáenz, published by Simon and Schuster Books, ISBN 1442408928</i>	Cat on a Hot Tin Roof <i>by Tennessee Williams, published by Signet, ISBN 0451171128, 9780451171122</i>
The Love and Lies of Rukshana Ali <i>by Sabina Khan, published by Scholastic, ISBN 1407194577</i>	The Miseducation of Cameron Post <i>by Emily Danforth, published by Balzer and Bray, ISBN 0062020560</i>	What's up with Jody Barton? <i>by Hayley Long, published by Macmillan Children's Books, ISBN 9781447267829</i>
Between You and Me <i>by Nicola Kraus and Emma McLaughlin, published by Atria Books, ISBN 1439188181</i>	Otherbound <i>by Corinne Duyvis, published by Amulet Books</i>	Out of the Pocket <i>by Bill Konigsberg, published by Dutton Juvenile, ISBN 0525479961</i>
Proxy <i>by Alex London, published by Philomel, ISBN 0399257764</i>	This Song Will Save Your Life <i>by Leila Sales, published by Farrar, Straus and Giroux (BYR), ISBN 0374351384</i>	Almost Perfect <i>by Brian Katcher, published by Delacorte Books for Young Readers, ISBN 0385736649</i>
Boy Meets Boy <i>by David Levithan, published by Knopf Books, ISBN 0375832998</i>	Boys Don't Cry <i>by Malorie Blackman, published by Double Day Books, ISBN 0385604793</i>	Colour Outside the Lines: Stories about Love <i>by Sangu Mandanna, Published by Soho Press, ISBN 1641290463</i>
Girl2girl – The Lives of Young Lesbian and Bisexual Women	Not Your Sidekick <i>by C.B. Lee, published by Duet Books, ISBN 9781945053030</i>	Oranges Are Not the Only Fruit <i>by Jeanette Winterson, published by Grove Press, ISBN 9780802135162</i>

<p>by <i>Norrina Rashid and Jane Hoy</i> (editors), published by <i>DIVA</i>, ISBN 187374145-6</p>		
<p>Orlando: A Biography by <i>Virginia Woolf</i>, published by <i>Wordsworth Editions</i> ISBN, 1853262390, 9781853262395</p>	<p>The Colour Purple by <i>Alice Walker</i>, published by <i>Pocket Books</i>, ISBN 0671727796, 9780671727796</p>	<p>The Full Spectrum: A new generation of writing about gay, lesbian, bisexual, transgender, questioning and other identities by <i>David Levithan</i>, published by <i>Knopf Books for Young Readers</i>, ISBN 0375832904</p>
<p>Alex As Well by <i>Alyssa Brugman</i>, published by <i>Text Publishing</i>, ISBN 1922079235</p>	<p>Freakboy by <i>Kristin Elizabeth Clark</i></p>	<p>Parrotfish by <i>Ellen Wittlinger</i>, published by <i>Simon & Schuster Books for Young Readers</i>, ISBN 1416916229</p>
<p>Pretend You Love Me by <i>Julie Anne Peters</i>, published by <i>Samhain Publishing</i>, ISBN 1599983958</p>	<p>The Art of Being Normal by <i>Lisa Williamson</i>, published by <i>David Fickling Books</i>, ISBN:1910200328</p>	<p>Trumpet by <i>Jackie Kay</i>, Published by <i>Pantheon Books</i>, ISBN 0375405097, 9780375405099</p>

<p>Staff training and information</p>	<ul style="list-style-type: none"> • FREE Anti-bullying CPD online https://www.anti-bullyingalliance.org.uk/ • Bullying https://www.tes.com/teaching-resource/barnardo-s-care-and-share-challenge-6062821 • https://plprimarystars.com/resources?filter%5Bsubject%5D%5B%5D=PSHE&viewSample=SamplePack • https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/ (there is a charge for this training) • https://notaloneinsutton.org.uk/signs-of-abuse/ • https://vimeo.com/search?q=Sexting+in+schools%3A+responses+to+abuse+through+image+sharing • http://brightonandhovelscb.org.uk/wp-content/uploads/Challenging_sexist_language.pdf • https://equaliteach.co.uk/education/classroom-resources/outside-the-box/ • https://learning.anti-bullyingalliance.org.uk/course/6093/course-11-sexual-bullying • https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/homophobic-biphobic-and-transphobic-bullying • Personal Boundaries • Digital Literacy overview from EY to KS5
<p>Parent Information</p>	<ul style="list-style-type: none"> • Safer Internet • Internet Safety

- | | |
|--|--|
| | <ul style="list-style-type: none">• T.A.L.K Campaign• ThinkUKnow internet safety• Sex Education• Parentzone• Parentzone resources• Everyone's Invited• https://saferinternet.org.uk/guide-and-resource/parents-and-carers |
|--|--|

Support

<https://sexualabusesupport.campaign.gov.uk/>

<https://survivorsnetwork.org.uk/resource/interactive-court-room/>

<https://survivorsnetwork.org.uk/resource/grounding/>

<https://oneinfour.org.uk/>

OfftheRecord - <https://www.talkofftherecord.org/croydon/>

Appendix 11 – Key Stage 5 (Year 12-13) Toolkit

Opportunities to link in with the curriculum	
Education for a Connected world	<p>Self-Identity</p> <p>I can explain how online content can limit our autonomy by influencing peoples' thinking, feelings, beliefs, behaviours and responses; I can recognise and evaluate different factors and their impact.</p> <p>I know how to appropriately challenge negative comments or expectations concerning my online identity.</p> <p>I make positive contributions to other's self-identity, where appropriate (e.g. avoiding negative comments or positive commentary on profile pictures).</p> <p>I can describe the laws governing online sexual content.</p> <p>I can describe and critically assess ways in which viewing online sexual content can influence expectations and behaviour in relationships; I can assess how unrealistic or unreciprocated expectations could damage a relationship or be abusive.</p>
	<p>Online Relationships</p> <p>I can explain how consent can be mistakenly assumed and demonstrate how to appropriately challenge this e.g. within established friendships, being generalised or having been previously given.</p> <p>I can recognise healthy and unhealthy behaviour in relationships and assess when the use of technology is becoming coercive and / or controlling (e.g. obsessive communication via online platform or text, using location apps to monitor and manipulate).</p> <p>I can explain when this is abusive, and strategies for getting help and support.</p> <p>I can describe actions someone could take if they experience or are targeted by illegal online behaviour.</p> <p>I can explain how laws governing online behaviour vary depending on country.</p>
	<p>Online Reputations</p> <p>I can describe how to appropriately challenge content or behaviour that may have a negative impact on someone's online reputation. In cases where someone's online reputation may be viewed negatively, I am able to offer reasons and provide context as to why it may not always reflect who they are.</p> <p>I can describe and assess the benefits of the laws that govern online behaviour and reputation.</p> <p>I can differentiate between ethical and legal issues (e.g. libel, slander, racism, homophobia, injunction, trolling).</p>
	<p>Online Bullying</p> <p>I can identify and assess behaviours that might be seen as bullying in different online contexts (e.g. close friendship groups vs public forums) and adjust my own behaviour accordingly.</p> <p>I can assess and apply a range of more sophisticated strategies to deal with extreme forms of bullying (e.g. trolling and harassment in online forums).</p> <p>I can identify and explain some of the laws that criminalise activity related to online bullying (e.g. Computer Misuse Act; Protection from Harassment Act; Communications Act).</p> <p>I can demonstrate how to affect positive change in online groups when bullying behaviours arise.</p> <p>I can give examples of effective strategies that might achieve this (e.g. counter-narrative).</p> <p>I can identify bullying behaviours in a variety of online contexts (including educational and workplace settings) and can work cooperatively with others online to challenge those behaviours and prevent them recurring.</p>
	<p>Managing Online Information</p> <p>I can recognise when and analyse why online content has been designed to influence people's thoughts, beliefs or restrict their autonomy (e.g. fake / misleading reviews, fake news or propaganda).</p>

	<p>I can demonstrate the appropriate routes if I need to report illegal content, e.g. social media reporting tools, government reporting sites (terror material).</p> <p>I know what content is illegal to view and share online and can describe some of the laws governing online illegal content and that they may vary from country to country</p>
	<p>Health, well-being and lifestyle</p> <p>I can describe the laws around age related access to certain types of online content (e.g. gaming; gambling; alcohol / drugs related; sexual content). I can justify why they exist and assess their benefits and limitations.</p> <p>I can identify and demonstrate how to action effective routes for reporting concerns about age-related content issues.</p>
	<p>Privacy and Security</p> <p>I can explain the term ‘whistleblowing’ and evaluate when such action may be appropriate or inappropriate.</p> <p>I can explain the concepts ‘dark web’, ‘deep web’ and ‘closed peer sharing’ and can critically assess the issues associated with the use of such services.</p>
<p>Although not specific curriculum area for KS5, many pupils would benefit from revisiting or building on the outcomes from the end of KS4 from the RSHE curriculum</p>	
<p>Opportunities to link in with the curriculum</p>	
<p>RSHE</p>	<p>By the end of Secondary children should know</p> <ul style="list-style-type: none"> • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content.

- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Resource links – Many resources from KS4 may also be transferable.

<u>Relationship safety KS4-5</u>	<u>Disrespect NoBody</u>
<u>Talking about sex including consent</u>	<u>The Mix website</u>
<u>is-this-consensual-worksheet-</u>	<u>Step up Speak up</u>
<u>harmful-sexual-behaviour/</u>	<u>Domestic abuse education toolkit</u>
<u>Campaign to end sexual harassment (short video included)</u>	<u>LGBTQ+ resources and lesson</u>
<u>Online Safety for Secondary 11-19</u>	<u>Consent for online safety</u>
<u>sendingnudes/</u>	<u>https://loudmouth.co.uk/programmes/category/2</u>
<u>r-u-bin-bullied-tips-4-teens-booklet/</u>	<u>Teen relationship abuse safety plan</u>
<u>Spiralling Toolkit</u>	<u>https://www.safe4me.co.uk/portfolio/healthy-relationships/</u>

Books		
Using restorative circles in schools: how to build strong learning communities and foster student wellbeing. <u>Berit Follestad</u> and <u>Nina Wroldsen</u> Publisher <u>Jessica Kingsley</u> (2019) ISBN 9781785925283	Supporting troubled young people: a practical guide to helping with mental health problems. <u>Steven Walker</u> Publisher <u>Critical</u> (2019) ISBN 9781912508730	Nurturing emotional resilience in vulnerable children and young people: a practical guide. <u>Juliette Ttofa</u> Publisher <u>Routledge</u> (2018) ISBN 9781909301856
What does consent really mean? <u>Pete Wallis</u> and <u>Thalia Wallis</u> Publisher <u>Singing Dragon</u> (2018) ISBN 9781848193307	The school of wellbeing: 12 extraordinary projects promoting children and young people's mental health and happiness. <u>Jenny Hulme</u> Publisher <u>Jessica Kingsley</u> (2017) ISBN 9781785920967	Talkabout sex and relationships 1: a programme to develop intimate relationship skills. <u>Alex Kelly</u> and <u>Emily Dennis</u> Publisher <u>Routledge</u> (2017) ISBN 9781911186205
Inspiring and creative ideas for working with children: how to build relationships and enable change. <u>Deborah M. Plummer</u> Publisher <u>Jessica Kingsley</u> (2017) ISBN 9781849056519	School bullying: teachers helping students cope. <u>Phillip T. Slee</u> Publisher <u>Routledge</u> (2017) ISBN 9781138911932	Bullying. <u>Cara Acred</u> (ed) Publisher <u>Independence</u> (2016) ISBN 9781861687494
That's so gay: challenging homophobic bullying. <u>Jonathan Charlesworth</u> Publisher <u>Jessica Kingsley</u> (2015) ISBN 9781849054614	Girl bullying. <u>Sam Littlemore</u> Publisher <u>Crown House Publishing</u> (2015) ISBN 9781845909536	Girls without limits: helping girls achieve healthy relationships, academic success, and interpersonal strength. <u>Lisa Hinkelman</u> Publisher <u>Corwin</u> (2013) ISBN 9781452241210
Cyber bullying. <u>Nick Hunter</u> Publisher <u>Raintree Publishers</u> (2013) ISBN 9781406223859	101 activities for social and emotional resilience. <u>Sue Jennings</u> Publisher <u>Hinton House</u> (2013) ISBN 9781906531461	Protective behaviours: activities for teaching protective behaviours in schools. 2nd ed. <u>Jodie Bodsworth</u> , <u>Anna Carter</u> and <u>Simon Sneath</u> Publisher <u>Speechmark</u> (2009) ISBN 9780863886768
Not until I'm ready: how do you know when you are ready to have sex? A study exploring young people's attitudes and experiences of knowing when you are ready to have sex. <u>Ellen Smith</u> , <u>Aylssa Cowell</u> , <u>Heidi Douglas</u> (ed) and <u>Tony Jeffs</u> (ed) Publisher <u>Streetwise</u> (2009)	The teen relationship workbook: for professionals helping teens to develop healthy relationships and prevent domestic violence. <u>Kerry Moles</u> and <u>Amy Leutenber Brodsky</u> (ill) Publisher <u>Wellness Reproductions and Publishing</u> (2001) ISBN 1893277038	Mooncakes <i>by Suzanne Walker and Wendy Xu,</i> <i>published by Lion Forge, ISBN</i> <i>154930304X</i>

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<p>One in every crowd by Ivan E. Coyote, published by Arsenal Pulp Press, ISBN 1551524597</p>	<p>Tomboy: A Graphic Memoir by Liz Prince, published by Zest Books, ISBN 1936976552</p>	<p>The Black Flamingo by Dean Atta and Anishika Khullar, published by Hodder Children's Books, ISBN 14449486-1</p>
<p>The Perks of Being a Wallflower by Stephen Chbosky, published by MTV Books/Pocket Books, ISBN 0-671-02734-4</p>	<p>Two Boys Kissing by David Levithan, published by Knopf Books, ISBN 0307931900</p>	<p>Openly Straight by Bill Konigsberg, published by Arthur A. Levine Books, ISBN 0-54550989-0</p>
<p>Love in Revolution by B. R. Collins, published by Bloomsbury Children's, ISBN 1-40881570-2</p>	<p>I Hope We Choose Love: A Trans Girl's Notes from the End of the World by Kai Cheng Thom, published by Arsenal Pulp Press, ISBN 1551527758</p>	<p>The Fascinators by Andrew Eliopoulos, published by QuilTreeBk, ISBN 0062888048</p>
<p>Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Sáenz, published by Simon and Schuster Books, ISBN 1442408928</p>	<p>Cat on a Hot Tin Roof by Tennessee Williams, published by Signet, ISBN 0451171128, 9780451171122</p>	<p>The Love and Lies of Rukshana Ali by Sabina Khan, published by Scholastic, ISBN 1407194577</p>
<p>The Miseducation of Cameron Post by Emily Danforth, published by Balzer and Bray, ISBN 0062020560</p>	<p>What's up with Jody Barton? by Hayley Long, published by Macmillan Children's Books, ISBN 9781447267829</p>	<p>Between You and Me by Nicola Kraus and Emma McLaughlin, published by Atria Books, ISBN 1439188181</p>
<p>Otherbound by Corinne Duyvis, published by Amulet Books</p>	<p>Out of the Pocket by Bill Konigsberg, published by Dutton Juvenile, ISBN 0525479961</p>	<p>Proxy by Alex London, published by Philomel, ISBN 0399257764</p>
<p>This Song Will Save Your Life by Leila Sales, published by Farrar, Straus and Giroux (BYR), ISBN 0374351384</p>	<p>Almost Perfect by Brian Katcher, published by Delacorte Books for Young Readers, ISBN 0385736649</p>	<p>Boy Meets Boy by David Levithan, published by Knopf Books, ISBN 0375832998</p>
<p>Boys Don't Cry by Malorie Blackman, published by Double Day Books, ISBN 0385604793</p>	<p>Colour Outside the Lines: Stories about Love by Sangu Mandanna, Published by Soho Press, ISBN 1641290463</p>	<p>Girl2girl – The Lives of Young Lesbian and Bisexual Women by Norrina Rashid and Jane Hoy (editors), published by DIVA, ISBN 187374145-6</p>

<p>Not Your Sidekick by C.B. Lee, published by Duet Books, ISBN 9781945053030</p>	<p>Oranges Are Not the Only Fruit by Jeanette Winterson, published by Grove Press, ISBN 9780802135162</p>	<p>Orlando: A Biography by Virginia Woolf, published by Wordsworth Editions ISBN, 1853262390, 9781853262395</p>
<p>The Colour Purple by Alice Walker, published by Pocket Books, ISBN 0671727796, 9780671727796</p>	<p>The Full Spectrum: A new generation of writing about gay, lesbian, bisexual, transgender, questioning and other identities by David Levithan, published by Knopf Books for Young Readers, ISBN 0375832904</p>	<p>Alex As Well by Alyssa Brugman, published by Text Publishing, ISBN 1922079235</p>
<p>Freakboy by Kristin Elizabeth Clark</p>	<p>Parrotfish by Ellen Wittlinger, published by Simon & Schuster Books for Young Readers, ISBN 1416916229</p>	<p>Pretend You Love Me by Julie Anne Peters, published by Samhain Publishing, ISBN 1599983958</p>
<p>The Art of Being Normal by Lisa Williamson, published by David Fickling Books, ISBN:1910200328</p>	<p>Trumpet by Jackie Kay, Published by Pantheon Books, ISBN 0375405097, 9780375405099</p>	

Staff training and information	<ul style="list-style-type: none"> • FREE Anti-bullying CPD online https://www.anti-bullyingalliance.org.uk/ • Bullying https://www.tes.com/teaching-resource/barnardo-s-care-and-share-challenge-6062821 • https://pprimarystars.com/resources?filter%5Bsubject%5D%5B%5D=PSHE&viewSample=SamplePack • https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/ (there is a charge for this training) • https://notaloneinsutton.org.uk/signs-of-abuse/ • https://vimeo.com/search?q=Sexting+in+schools%3A+responses+to+abuse+through+image+sharing • http://brightonandhovelscb.org.uk/wp-content/uploads/Challenging_sexist_language.pdf • https://equalteach.co.uk/education/classroom-resources/outside-the-box/ • https://learning.anti-bullyingalliance.org.uk/course/6093/course-11-sexual-bullying • https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/homophobic-biphobic-and-transphobic-bullying • Personal Boundaries • Digital Literacy overview from EY to KS5
Parent Information	<ul style="list-style-type: none"> • Safer Internet • Internet Safety • T.A.L.K Campaign • ThinkUKnow internet safety

- | | |
|--|--|
| | <ul style="list-style-type: none">• Sex Education• Parentzone• Parentzone resources• Everyone's Invited• https://saferinternet.org.uk/guide-and-resource/parents-and-carers |
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Support

<https://sexualabusesupport.campaign.gov.uk/>

<https://survivorsnetwork.org.uk/resource/interactive-court-room/>

<https://survivorsnetwork.org.uk/resource/grounding/>

<https://oneinfour.org.uk/>

OfftheRecord - <https://www.talkofftherecord.org/croydon/>

Appendix 12 – SEND Toolkit

Due to the nature of SEND, schools should consider, as relevant to the individual’s needs, which part of the [RSHE curriculum](#) is appropriate depending on the child’s developmental stage. Some advice and support around talking to children and young people with SEND about sex and relationships can be found on these sites

The Friendship Circle	Mencap
Big talk Education	PSHE Association
NSPCC	NAS bullying
NSPCC Love Life resources age 11-15	Autism Toolbox – friendships
NSPCC PANTS	Autism Society
People First Info	Mencap
Right to be safe NSPCC	Teach Kids Consent
Curriculum area	Opportunities to link in.
The Engagement Model	<p>Exploration This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it.</p> <p>Realisation This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be ‘surprise’, ‘excitement’, ‘delight’, ‘amazement’ or ‘fear’.</p> <p>Anticipation This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).</p> <p>Persistence This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it.</p> <p>Initiation This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction.</p>
RSHE	<p>By the end of Primary children should know</p> <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing <p>By the end of Secondary children should know</p> <ul style="list-style-type: none"> • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

	<p>interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness 	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
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	<p>of the risks associated with people they have never met.</p> <ul style="list-style-type: none"> • how information and data is shared and used online. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone 	<ul style="list-style-type: none"> • how information and data is generated, collected, shared and used online. • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
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	<p>else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. where and how to report concerns and get support with issues online. 	
Resource links which may be used and/or adapted to the developmental needs of the child.		
E-Safety Quiz		Jessie and Friends – Online Safety
Play, like, share – subtitled resource		Know your friends with josh and Sue
Respecting me, you, us		The internet, relationships and you
Reporting to CEOP		Exploited – adapted resource
Notes for teachers on Sexuality for children with Downs Syndrome		Age 14-16 – menstruation lesson for children with SEN
Year 6 positive relationships		Bullying and friendships
Year 6 Keeping yourself safe, peer pressure and consent		Bullying Pack (Cost implication)
LGBT Primary KS2 assembly		Talking About Sex And Relationships – RSE For SEND
Peer pressure		Consent Boss of My Body - YouTube
My Body Belongs to me social story		

It is difficult to specify curriculum links for SEND as the need can be due to a number of difficulties for the child or young person such as learning and developmental delay through to high functioning autism. Therefore the above links are for developmental and MLD. Those pupils working within age related expectation may be able to access the relevant outcomes for their age group but may need adapted presentation or delivery in order to access.

Below are some resource links which may be of use when teaching pupils with Autism

Resource links	
Big Talk Education- Growing up safe (cost implication)	Recognising and preventing sexual abuse
Age 10+ RSH and Parenthood resource for young people with Autism	Relationship Social Story
Coping with Breakup (BSL)	What is sexual activity (BSL)
BROOK - resources	Teaching Basic consent
Using film as a resource	Sexual Abuse - helping my autistic child
So you got naked online? SEND and Audio version	Consent and Sexual consent
Autism and understanding consent	Sex Education
Helping autistic children understand consent	

Books		
<p>Safety and consent for kids and teens with autism or special needs. Debra S. Jacobs Publisher Jessica Kingsley (2019) ISBN 9781785928284</p>	<p>Nurturing emotional resilience in vulnerable children and young people: a practical guide. Juliette Ttofa Publisher Routledge (2018) ISBN 9781909301856</p>	<p>The school of wellbeing: 12 extraordinary projects promoting children and young people's mental health and happiness. Jenny Hulme Publisher Jessica Kingsley (2017) ISBN 9781785920967</p>
<p>School bullying: teachers helping students cope. Phillip T. Slee Publisher Routledge (2017) ISBN 9781138911932</p>	<p>Signs for sexuality relationships education: for children and young people with special educational needs. Cath Smith and Wendy Uttley Publisher Deaf Books (2015) ISBN 9781905913268</p>	<p>Working with children and youth with complex needs: 20 skills to build resilience. Michael Ungar Publisher Routledge (2015) ISBN 9781138800731</p>
<p>Autism and appropriate touch: a photocopiable resource for helping children and teens on the autism spectrum understand the complexities of physical interaction. Abigail Werner James Publisher Jessica Kingsley (2015) ISBN 9781849057912</p>	<p>Sexuality and relationship education for children and adolescents with autism spectrum disorders: a professional's guide to understanding, preventing issues, supporting sexuality and responding to inappropriate behaviours. Davida Hartman and Kate Brangan (ill) Publisher Jessica Kingsley (2014) ISBN 9781849053853</p>	<p>An exceptional children's guide to touch: teaching social and physical boundaries to kids. Hunter Manasco and Katharine Manasco (ill) Publisher Jessica Kingsley (2012) ISBN 9781849058711</p>
<p>https://www.amazon.com/Teaching-Children-Syndrome-Boundaries-Sexuality/dp/189062733X</p>	<p>https://www.amazon.com/Sexuality-Severe-Autism-Practical-Caregivers/dp/1849053278</p>	<p>https://www.amazon.com/Girls-Guide-Growing-Up-Choices/dp/1606130269</p>
<p>https://marshmedia.com/collections/puberty</p>	<p>https://www.amazon.com/Growing-Up-Guide-Girls-Spectrum/dp/1849055742/ref=sr_1_fkmr0_1?s=books&ie=UTF8&qid=1497562289&sr=1-1-fkmr0&keywords=The+Growing+Up+Guide+for+Girls%3A+What+Girls+on+the+Autism+Spectrum+Need+to+Know%21</p>	<p>https://www.amazon.com/Growing-Up-Book-Boys-Spectrum/dp/1849055750/ref=sr_1_fkmr0_2?s=books&ie=UTF8&qid=1497550428&sr=1-2-fkmr0&keywords=The+Growing+Up+Guide+for+Boys%3A+What+Boys+on+the+Autism+Spectrum+Need+to+Know%21</p>

<p>Staff training and information</p>	<ul style="list-style-type: none"> • FREE Anti-bullying CPD online https://www.anti-bullyingalliance.org.uk/ • Bullying https://www.tes.com/teaching-resource/barnardo-s-care-and-share-challenge-6062821 • https://pprimarystars.com/resources?filter%5Bsubject%5D%5B%5D=PSHE&viewSample=SamplePack
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	<ul style="list-style-type: none"> • https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/ (there is a charge for this training) • https://notaloneinsutton.org.uk/signs-of-abuse/ • https://vimeo.com/search?q=Sexting+in+schools%3A+responses+to+abuse+through+image+sharing • http://brightonandhovelscb.org.uk/wp-content/uploads/Challenging_sexist_language.pdf • https://equaliteach.co.uk/education/classroom-resources/outside-the-box/ • https://learning.anti-bullyingalliance.org.uk/course/6093/course-11-sexual-bullying • https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/homophobic-biphobic-and-transphobic-bullying • Personal Boundaries • Digital Literacy overview from EY to KS5
<p>Parent Information</p>	<ul style="list-style-type: none"> • Safer Internet • Internet Safety • T.A.L.K Campaign • ThinkUKnow internet safety • Sex Education • Parentzone • Parentzone resources • Everyone's Invited • https://saferinternet.org.uk/guide-and-resource/parents-and-carers

Support

<https://sexualabusesupport.campaign.gov.uk/>

<https://survivorsnetwork.org.uk/resource/interactive-court-room/>

<https://survivorsnetwork.org.uk/resource/grounding/>

<https://oneinfour.org.uk/>

OfftheRecord - <https://www.talkofftherecord.org/croydon/>

Appendix 13 - School/College Self-Assessment Checklist

Expected Practice	Current RAG rating	Date Achieved
ALL staff have read the OFSTED review of sexual abuse in schools and colleges		
Safeguarding policy has a section on sexual harassment and sexual violence along with how to respond		
ALL staff are able to explain what is meant by child-on-child abuse and understand their role within safeguarding pupils		
ALL staff know that events that happen <i>out</i> of school can have an impact on what happens <i>in</i> school		
ALL staff have received additional training on sexual harassment/violence and child-on-child abuse		
ALL staff know how to manage a disclosure of child-on-child abuse and how to report it and record all stages of the incident		
Sexual harassment, violence (including online) and consent is part of our RSHE and PSHE curriculum at an age-appropriate level		
School/college are aware of 'invisible' places within the school which could make pupils more vulnerable to child-on-child abuse		
All staff are positive role models in their behaviour towards each other and towards pupils/parents		
Specific training is sought and delivered to those teachers delivering sexual abuse lessons		
Routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse		
Reporting of significant incidents to the LA through the schoolsafeguardingconcerns@croydon.gov.uk mailbox		
Alerting the LA of parental complaints about safeguarding procedures through the schoolsafeguardingconcerns@croydon.gov.uk mailbox		
Updated information provided to the governing body to keep them informed of what is happening within school and actions taken through the annual safeguarding report to governors		
A behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated		
Liaising with Croydon Safeguarding Children Partnership or Education Safeguarding Lead to seek advice and support		
Risk Assessments are used following an incident to identify potential risk and put measures in place to address it		
Staff know that harmful sexual behaviour can be between pupils of any age and between both male and female, including same sex.		
Staff and pupils know that harmful sexual behaviour can be linked to homophobic and racist sexual abuse		

Best Practice	RAG rating	Date Achieved
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There is a separate child-on-child abuse policy			
Engaging students in small-group sessions to discuss different forms of harmful sexual behaviour outside of PSHE and relationship's education			
Mapping the school and out-of-school spaces to identify where harmful sexual behaviour takes place or <i>could</i> take place			
Using a curriculum-based approach to tackle a culture where reporting is perceived as "snitching."			
Children have a trusting and positive relationship with an individual staff member they have identified.			
Children being aware of previous positive experiences of school responses			
Teachers showing that they respect students, listen and respond subtly			
Having staff with a specialist role not linked to teaching or behaviour			
Updated information provided to the governing body to keep them informed of what is happening within school and actions taken each term			
Sexual abuse in schools and colleges to be part of the agenda during every safeguarding governor visit			
DSL to have protected time to support staff, plan and prepare additional staff training on sexual harassment and violence, to analyse data, reflect and respond.			
Staff and children/young people are aware of links between sexual abuse and child criminal exploitation/gangs			
Summary of Evidence for <u>Expected</u> and <u>Best</u> Practice.			

Appendix 14 – Safer Schools' Police contacts

WARD	E-MAIL ADDRESS	PHONE NUMBER
Addiscombe East	SNMailbox.AddiscombeEastSNT@met.police.uk	020 8721 2474
Addiscombe West	SNMailbox.AddiscombeWestSNT@met.police.uk	020 8721 2473
Bensham Manor	SNMailbox.BenshamManorSNT@met.police.uk	07785 523260
Broad Green	SNMailbox.BroadGreenSNT@met.police.uk	020 8721 2712

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Coulsdon Town	SNMailbox.CoulsdonTownSNT@met.police.uk	07776 163178
Crystal Palace & Upper Norwood	SNMailbox-CrystalPalaceandUpperNorwoodSNT@met.police.uk	020 8721 2478
Fairfield	SNMailbox.FairfieldSNT@met.police.uk	07584 186585
Kenley	SNMailbox.KenleySNT@met.police.uk	07920 233893
New Addington North	SNMailbox.NewAddingtonNorthSNT@met.police.uk	07407 478745
New Addington South	SNMailbox.NewAddingtonSouthSNT@met.police.uk	07843 065861
Norbury Park	SNMailbox.NorburyParkSNT@met.police.uk	020 7161 8055
Norbury Pollards Hill	SNMailbox-NorburyPollardsHillsNT@met.police.uk	0208721 2477
Old Coulsdon	SNMailbox.OldCoulsdonSNT@met.police.uk	07843 291139
Parkhill & Whitgift	SNMailbox-ParkHillandWhitgiftSNT@met.police.uk	07341 680553
Purley & Woodcote	SNMailbox.PurleyandWoodcoteSNT@met.police.uk	07769 135246
Purley Oaks & Riddlesdown	SNMailbox-PurleyOaksandRiddlesdownSNT@met.police.uk	07584 186587
Sanderstead	SNMailbox.SandersteadSNT@met.police.uk	0208 721 2470
Selhurst	SNMailbox.SelhurstSNT@met.police.uk	07768 945150
Selsdon & Addington Village	SNMailbox-SelsdonandAddingtonVillageSNT@met.police.uk	020 8721 2468
Selsdon Vale & Forestdale	SNMailbox-SelsdonandForestdaleSNT@met.police.uk	020 8721 2464
Shirley North	SNMailbox.ShirleyNorthSNT@met.police.uk	TBC
Shirley South	SNMailbox.ShirleySouthSNT@met.police.uk	07769 364674
South Croydon	SNMailbox.SouthCroydonSNT@met.police.uk	07341 680549
South Norwood	SNMailbox.SouthNorwoodSNT@met.police.uk	020 8649 3513
Thornton Heath	SNMailbox.ThorntonHeathSNT@met.police.uk	020 8721 2058
Waddon	SNMailbox.WaddonSNT@met.police.uk	020 8721 3512
West Thornton	SNMailbox.WestThorntonSNT@met.police.uk	07920 233884
Woodside	SNMailbox.WoodsideSNT@met.police.uk	020 8721 2732

Appendix 15

An Introduction to the Healthy Relationships Advisory Forum

Cath Bennett
Education Safeguarding Lead
07729623489

Fozia Drysdale
Practice Manager FJC

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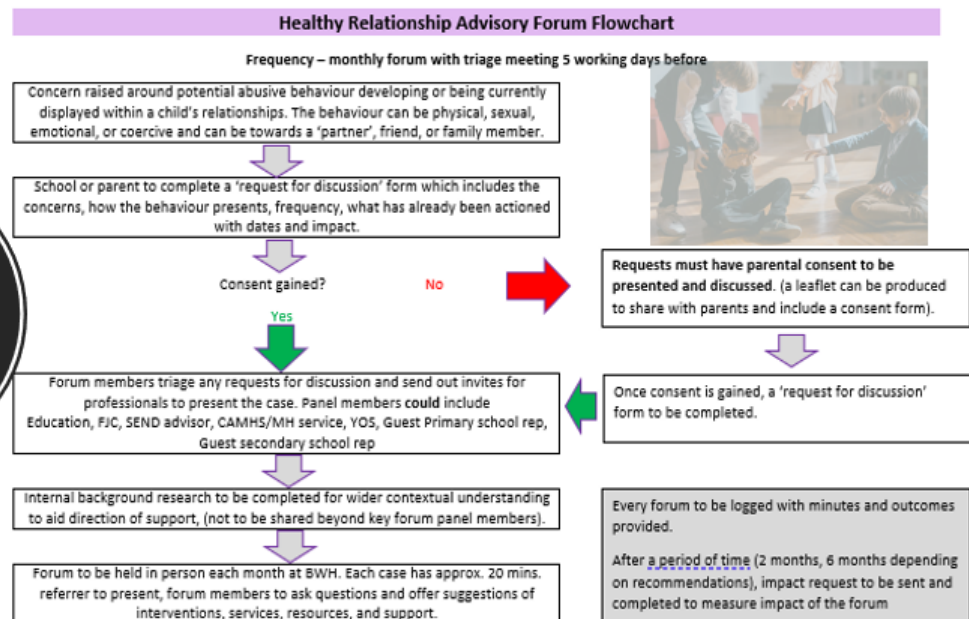
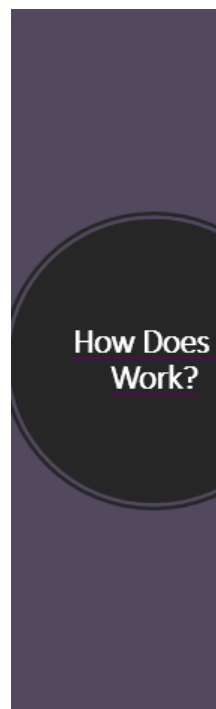
What is the HRAF?

- A small panel of professionals from **non-statutory** services who have knowledge and experience within the areas or relationships, hate crime/incidents, and domestic abuse.
- An opportunity for schools and colleges to discuss concerns about a child or young person's behaviour within the relationships they have.
- To provide the school or college with advice and strategies, signpost them to potential support services
- Not Age limited so accessible for all ages to discuss concerns

CROYDON
www.croydon.gov.uk

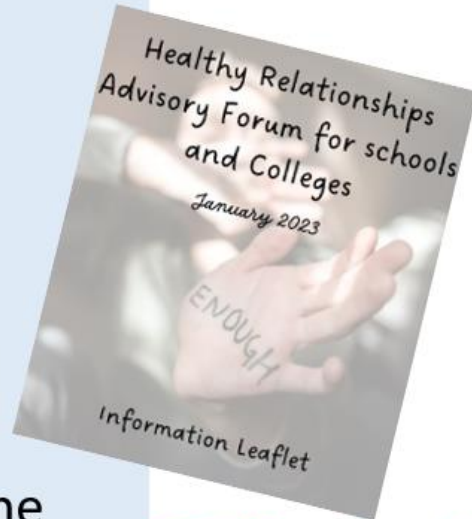
Why do we need it?

- A progressive step on from last year's work following the OFSTED report on Sexual Abuse in Schools.
- Schools are increasingly identifying relationship abuse (or the early signs of it) which may not meet threshold for statutory intervention.
- Prevention is better than cure.
- There is a gap in young people involved in relationship abuse being discussed in a low-level multi-agency forum. For adults we have MARAC
- Croydon is the highest London Borough for DA incidents.



REFERRALS

Current concerns
Behavioural history
Family history
Young person's views
Interventions already tried
Current risks
What do they want from the Forum?



REMEMBER to consider any additional needs and diagnosis when exploring the presenting behaviour.



Structure of the Forum

- There will be a triage meeting approx 5 days before (hence the deadline).
- School will present the case to the panel members (similar to FAP and Primary Inclusion)
- There will be an open discussion and proposal for what school can/need to do next
- Approx 3-6 months after, school will be asked to complete a review to help measure the impact of recommendations and support in developing future panels.

Panel members could include:

Cath – Education Safeguarding Lead and Chair
Fozia – FIC,
Haydar – Prevent Manager
Zoe – Education Advisor Health and Well-being
Deborah – Senior AIO

Possible Primary an
secondary school guest

What could the support look like?

The forum aims to provide support in a variety of ways and will be case dependent. The possibilities are

- advice on developing the school relationships curriculum
- Additional strategies/resources to try with the child or young person
- Signposting to Croydon based or wider services
- Advice on direct work that school can be completed individually with the child or young person
- Referral to MARAC (if close to adult age)
- Advise to refer to SPOC/MASH and/or police

This does not replace existing work the school or college is already providing, or work from EH/CSC

This does not replace necessary referrals to EH/CSC



What are the Desired Outcomes?

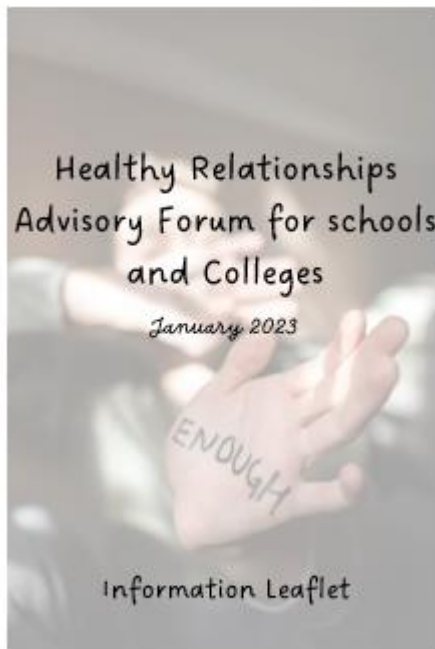




Schools and colleges

Social workers

Parents



What is the forum for?

The forum is an opportunity for schools and colleges to discuss concerns about a child or young person's behaviour within the relationships they have. This could be friendships, personal relationships and family relationships. The aim is to prevent the concerning behaviours from developing further and becoming abusive in their adult life.

The forum is to provide the school or college with advice and strategies, signpost them to support services or help in direct work for the child. This will assist in providing the right support at an early stage and help them in their future life.

Will information about my child be shared with police or social care?

The forum panel is made up of professionals from non-statutory services. This means that police and social care are **not** part of this forum panel. The aim of the forum is to discuss worries about the behaviour and look at what support or advice can be shared to change the behaviour at an early stage. This may prevent behaviour getting worse and the need for involvement with statutory services.

It is important to note that there may be occasions where the discussion highlights a higher level of concern. Where there is concern about the safety of your child or any other child/adult, there would be a recommendation for a referral to children's social care. Where there is disclosure of a

criminal offence, police will be called. The aim would always be to discuss this with you as a parent/carer unless it was considered to put the child at risk of harm.

Who has information about my child?

The school obviously have information that is shared with the panel members only for the purpose of the discussion. A summary of the concern and recommendations will be held securely by the Chair and all members attending adhere to a confidentiality agreement.

If there is a social worker already linked to your child, information will be shared with them as part of our working together agreement.

Who is on the panel?

The panel is made up of

- Cath Bennett (chair) – Croydon Education Safeguarding Lead
- Fozia Drysdale – FJC
- Deborah Mitchell – Senior attendance and inclusion advisor
- ~~Haider Muntadar~~ – Prevent Manager, ~~Culture~~ and community safety.
- ~~Zoe Barkhamanlow~~ – Education Adviser Health & Wellbeing

Safeguarding Statement

All adults working in education and/or are part of this forum have a duty of care to protect children and young people from harm. If we become aware that a child or young person is being harmed or at risk of significant harm, in line with Keeping Children Safe in Education 2022 and Working Together to Safeguard Children, we have a duty of care to report it to the relevant statutory services.

Referral

Healthy Relationship Advisory Forum (HRAF) 2023 trial

What is the HRAF?

This forum is an opportunity to discuss concerns around the potential development of a child's behaviour becoming abusive. It could also be behaviour that is already showing abusive traits within a child / young person's relationships. The behaviour can be physical, sexual, emotional, or coercive and can be directed towards a 'partner', friend, or family member. The forum will be made up of several professionals from non-statutory services who may be able to advise, signpost or offer direct support in extreme cases.

Why have this forum?

Domestic abuse and sexual violence (DASV) within a home, impacts on a child or young person who is now seen as a victim in their own right, (Domestic Abuse Act 2021). It is not uncommon for young people who do not receive the support needed, to become perpetrators in their own relationships. Adults may be discussed at MARAC, referred to FJC to work with an IDVA and safety planning completed but there is currently nothing that is equivalent for our young people. Croydon are always exploring opportunities to be preventative rather than reactive, and this forum has been set up for a trial period, to attempt to disrupt the abusive cycle of learnt behaviour and support our children and young people in developing healthier relationships.

Who is it for?

This forum is for schools,

- working with our children and young people daily
- where a young person has disclosed that they are in an unhealthy relationship
- who have identified potential behaviour which could develop to become abusive
- who have identified actual behaviour that is abusive
- whom a parent has disclosed child on parent abuse
- primary (most likely UKS2), secondary, post 16 and specialist provisions.

What is the aim?

The aim is for range of non-statutory professionals to support the school in exploring the origins of the behaviour, what has already been done to intervene and what else could be tried to change the young person's pathway to achieve more positive relationship outcomes.

What *could* the support look like?

The forum aims to provide support in a variety of ways and will be case dependent. The possibilities are

- Advice on developing the school relationships curriculum
- Additional strategies/resources to try with the child or young person
- Signposting to Croydon based or wider services
- Advice on direct work that school can complete individually with the child or young person
- Referral to MARAC (if close to adult age)
- Advice to refer to SPOC/MASH and/or police

How can I refer a child/young person?

All referrals are consent based as those being discussed are children. Therefore, the parent MUST consent to their child/young person being discussed. There is a parent leaflet which explains what the forum is for and can be used to aid your discussion with the parent.

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Below is a referral template to be completed with as much detail as possible. We are keen for the child/young person's to be included within the referral as this helps assess how they see their behaviour and may assist in the support/advice pathway.

In addition to the referral, it is helpful to complete the SafeLives DASH Risk assessment checklist (age 13-18) or the checklist provided below for children and young people U13.

Both the referral and checklist will be triaged, and you will receive an invite to attend the forum for further discussion and support.

What if I cannot gain consent?

If you are unable to gain consent to discuss the child/young person, it is worth exploring why with the parent as they may have a misunderstanding of what it is for. Using the leaflet will help them understand that this forum is early intervention based and does not include statutory services such as social care or Police.

In some circumstances, we may be able to discuss an anonymised case but this will limit the advice and support that can be offered.

It may be that there are wider safeguarding concerns that need exploring via children's social care.

Healthy Relationship Advisory Forum Referral

*Please complete with as much detail around the current concerns linked to actual or potential abusive behaviour, whether it is child-on-child or child to adult. Please specific how the behaviour presents itself, what has been tried and the impact of any interventions. **PLEASE NOTE** referrals without consent from parents will not be discussed.*

Please return completed referrals to schoolsafeguardingconcerns@croydon.gov.uk

Name	DOB	School	Consent – Y / N
Is there a SEND need and/or diagnosis?	Y / N	If yes, please give details	
Current concerns			
How does the Young Person present at home and within the local community? What concerns do parents have?			
Behavioural History			
Family history including involvement with social care, police, any history of DASV in the family			
Young person's view			

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Interventions tried and referrals already completed – what were they, who were they targeted at (child only or family) and what impact have you seen?

What are the current risks?

What are you requesting from the forum?

Referrer signature..... Date.....

Parental Consent..... Date.....

By submitting this referral, you agree to attend the forum, to present and discuss the concerning behaviour and agree next steps. You agree to implement, where possible, recommendations and provide a review in 3-6m.

The forum will be attended by a small panel of non-statutory professionals who will offer advice on how to access support for the young person and their family.

Appendix 16

Pupil Name:	DOB	Victim / Alleged Perpetrator
Date completed:	Initial Review	Current Review Date:

Please Note - The terms victim and alleged perpetrator are used to identify the children involved.

Please Note

This risk assessment should be completed with factual information and without personal judgement. It is not the role of school to investigate and therefore not appropriate to make a judgement of guilt. Consideration should be given to the wider school community alongside individual risk for pupils.

All related information and actions will be recorded, and the completed risk assessment uploaded to CPOMS/My Concern as part of the school recording and reporting in line with the Safeguarding and Child Protection policy and KCSIE 2022.

This risk assessment will be used, where necessary, and as part of multi-agency working, may be shared with other statutory professionals on a need to know basis and in line with Working Together to Safeguard Children.

Type of Incident

Sexual Harassment <i>(please make clear the need for a RA at this level)</i>	In person	Online
Sexual Violence	In person	Online
Sexual Assault		
Rape		

Where did the incident take place?

Online	School Corridor <i>(please state where in the school)</i>	Classroom <i>(please state which one)</i>	Lunch Hall	Playground	Out of school <i>(please state where if known)</i>	Other <i>(please specify)</i>
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If in school, has this area been problematic before? Yes / No

What needs to be done to make the area safer for pupils?

Factual Account of the incident reported using the pupil's words or phrases where possible.

Low Risk

Medium Risk

High Risk

Have parents been informed?

Yes

No

If NO, why?

Has a criminal offence been committed?

Yes

No

If YES, have police been informed?

What actions / recommendations have police taken / made?

Has there been a referral into Children's Social Care?

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Yes	No	If YES, what was the outcome?
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Pupil Voice – What are their wishes on next steps / actions?

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Risk There may be more than one risk area to consider, and it may be easier to add theme separately	Actions – this may include, but not limited to <ul style="list-style-type: none"> • How will contact between pupils be limited? • Do the pupils share a classroom / classes? (<i>Consider seating plans, change of class</i>) • Is there further risk of harm to the Victim or alleged perpetrator? (<i>i.e., bullying, retribution, online chats</i>) • Do the pupils share a playground, lunch hall or other social areas? • How to both pupils travel to and from school? • Is there likely contact out of school? • Social Media risks • Are there any police conditions which will impact on the pupils in school? 	Interventions / referrals / support This may include but not limited to <ul style="list-style-type: none"> • Counselling • External support programme / therapy • Pastoral support • Written agreement • Check-in with trusted adult • Alternative provision for social time 	Outcomes (<i>when reviewed</i>)

Pupil signed..... Parent Name..... Signed..... Date.....
 Completed by..... Signed..... Date..... **Review Date**.....