



Ainderby Steeple CE Primary School

Child-On-Child Abuse Policy

This policy is underpinned by the school's vision and values: 'Together we love learn and grow'.

Safeguarding Statement

At Ainderby Steeple Church of England Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment so that children are protected from harm and can learn, in a relaxed but secure atmosphere. This is the responsibility of every adult employed by or invited into Ainderby Steeple Church of England Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Introduction

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

We recognise that child-on-child abuse can manifest itself in many ways such as:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.
- Technology can be used for bullying and other abusive behaviour

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy. This policy concentrates on child-on-child abuse in the context of sexual harassment and sexual violence.

It is compliant with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education (September 2022) and should be read in conjunction with the Local Safeguarding Children Board's (NYSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

Policy Aims

The policy will: -

- Set out our strategies for preventing, identifying and managing child-on-child abuse.
- Take a contextual approach to safeguarding all children and young people involved.

Acknowledging that children who have allegedly abused other children or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

Understanding Child-On-Child Abuse

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

The Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful sexual Behaviour HSB). We are adopting the NSPCC definition of HSB as: "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful

towards self or others, or be abusive towards another child...or adult." Also useful is Simon Hackett's continuum model to demonstrate the range of sexual behaviours. (Appendix 1 and the Brook Traffic lights (Appendix 2)

Vulnerable Groups

We recognise that all children can be at risk, however acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence of young people in care; children who go missing; children with additional needs (SEN and/or disabilities). Children who identify or are perceived as LGBT, race, religion (protected characteristics) under the Equalities Act 2010. We recognise that both boys and girls experience child-on-child abuse but they do so in gendered ways. Whilst research tells us girls are more frequently identified as being abused by their peers and girls are more likely to experience unwanted sexual touching in schools this is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour, such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience child on child abuse, but they do so in gendered ways. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Responding to Alleged Incidents, Responding to reports of sexual violence and sexual harassment

All staff will be made aware of the need to report and document any concerns of problematic and harmful sexualised behaviour (PSB and HSB). The school will keep detailed records about any incidents of problematic or harmful sexual behaviour (PSB or HSB) and this will be stored on CPOM. This will support the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead to identify any changes or patterns in a child's behaviour that might be cause for concern, and help ensure the child gets the right support. The DSL and/or DDSL will be informed as soon as possible. All reports of child-on-child abuse will be reported on a case by case basis. The designated safeguarding lead or their deputy will take the leading role using their professional judgement and will be supported by other agencies such as children's social care or the police as required.

Any member of staff or volunteer who witnesses or is concerned about sexualised behaviour should make a detailed record of what happened and share it with the DDL and/or DDSL. It will also be uploaded onto CPOM. **The record should include:**

- The date and time
- What was happening before the incident took place
- Details of the behaviour – avoid generalised terms such as 'inappropriate touch'

- Any power imbalance between the children involved
- Whether the behaviour appeared spontaneous or premeditated
- Any coercion, force or secrecy involved
- Whether the behaviour was consensual
- How any other children involved reacted (make sure the children are not named or identifiable in your record).

The DDSL and/or DDSL will also keep a record of how the school has responded to any incidents of problematic or harmful sexualised behaviour. The record must include the following information:

- The child's age (date of birth) and stage of development
- Any specific vulnerabilities they have (for example if they have a disability or are in care)
- Any other behavioural concerns
- Any other known incidents of sexualised behaviour
- Details of the incident or incidents
- The child's view of what happened – in their own words
- Information about any other factors which might be contributing to the behaviour
- What action you have taken
- The parents' view of what happened – how did they react and what support do they need?
- What support have you provided to the child and their family?

The Immediate Response to a Report

- School will ensure that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.
- Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously.
- All staff will be supported to complete a report alongside the DSLs.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated lead or children's 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 with the child, recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.

- Where the report includes an online element the school will follow advice on searching, screening and confiscation (page 111 of KCSIE 2022). The key consideration is for staff **not** to view or **forward** illegal images of a child. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

If a Decision is Made to View Imagery – DSL/DDSL

Staff and parents or carers must **not intentionally** view any nudes and semi-nudes unless there is good and clear reason to do so as outlined below. Wherever possible, responses to incidents should be based on what DSLs (or equivalents) have been told about the content of the imagery by the child.

It is important that all members of staff are clear on what they can and can't do in relation to viewing nudes and semi-nudes and that this is communicated to any child, young person or parent and carer requesting that imagery be viewed.

The decision to view any imagery should be based on the professional judgement of the DSL (or equivalent) and should always comply with the child protection policy and procedures of the education setting. **Imagery should never be viewed if the act of viewing will cause significant distress or harm to any child or young person involved.**

- If a decision is made to view imagery, the DSL/DDSL (or equivalent) would need to be satisfied that viewing:
 - It is the only way to decide about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved
 - It is necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child or young person or parent or carer in making a report
 - It is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on an education setting's device or network

If it is necessary to view the imagery then the DSL/DDSL (or equivalent) should:

- Never copy, print, share, store or save them; **this is illegal.**
- Discuss the decision with the headteacher or DDSL
- Make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the headteacher or a member of the senior leadership team
- Make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team. This staff member does not need to view the images.

- Wherever possible, make sure viewing takes place on the premises of the education setting, ideally in the headteacher or a member of the senior leadership team's office
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions. Ensure this is signed and dated and meets any appropriate wider standards e.g. such as those set out in statutory safeguarding guidance and local authority policies and procedures.
- If any devices need to be taken and passed onto the police, the device(s) should be confiscated and the police should be called. The device should be disconnected from Wi-Fi and data, and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service. The device should be placed in a secure place, for example in a locked cupboard or safe until the police are able to come and collect it.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:

- The victim, especially their protection and support;
- Whether there may have been other victims
- The alleged perpetrator(s); and
- All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any other action required to make the location safer.

Risk assessments will be recorded by the DSL/DDSLs and any other professionals who are actively involved, these will then be added to the CPOMS system and be kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with North Yorkshire children's social services.

Action Following a Report of Sexual Violence and/or Sexual Harassment

Following an incident we will consider:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour. This will however need to be balanced with the school's duty and responsibilities to protect children.
- The ages of the children involved;
- The developmental stages of the children involved;

- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident and well-known social standing? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- That sexual violence and sexual harassment can take place within intimate personal relationships between children
- Are there ongoing risks to the victim, other children, adult students or school staff;
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Follow up Actions

Children sharing a classroom:

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

- The perpetrator will be removed from any classes they share with the victim.
- The school will consider how best to keep the victim and alleged perpetrator at a reasonable distance apart on school premises and on transport to and from the school. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Options to Manage the Report

The Option to Manage Internally

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of Early Help or Statutory Intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored by the DSLs on the CPOMS system.

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

3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to **Children's Social Services** following locally agreed protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented

for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police

Any report to the police will generally be made in parallel with a referral to local authority children's social care. The designated safeguarding lead (and their deputies) will follow local process for referrals.

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

Where a report has been made to the police or the school, the school will consult **with the police and agree what information can be disclosed to staff and others**. In particular, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation the school will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us. Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator. The school will work closely with the police (and other agencies as required), to ensure any actions the school takes does not jeopardise the police investigation.

Considering Bail Options

The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without bail conditions after the first appearance.

Whatever arrangements are in place, the school will need to consider what additional measures may be necessary to managed any assessed risk of harm that may arise in school.

Managing Delays in the Criminal Process

There may be delays in any case that is being progressed through the criminal justice system. School should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in school.

The End of the Criminal Process

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment and ensure relevant protections are in place for all children. The school will consider any suitable action in light of its behaviour policy.

If the perpetrator remains in school with the victim then we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate with regard to the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school. We will ensure all children involved are protected, especially from any bullying or harassment (including online). Where cases are classified as “no further action” by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

Support for Children Affected by Sexual-Assault

Support for victims of sexual assault is available from a variety of agencies – see links in **KCSIE 2022 pages 124/125**. (Appendix 3)

We will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family. If they are moved we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move. Where there is a criminal investigation the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them at a reasonable distance apart on the school premises. 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 and where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students). Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases. Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Physical Abuse

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and, if it is believed that a crime has been committed, these will be reported to the police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority. When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix 1) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- Is socially acceptable
- Involves a single incident or has occurred over a period of time
- Is socially acceptable within a group of children
- Is problematic and concerning
- Involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- Involves an element of coercion or pre-planning
- Involves a power imbalance between the child/children allegedly responsible for the behaviour
- Involves a misuse of power

Online Behaviour

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

Prevention

Ainderby Steeple Church of England Primary School actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- Educating all Governors, Senior Leadership Team, staff and volunteers, pupils and parents about this issue. This will include training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of child-on-child abuse, and how to prevent, identify and respond to it. This includes:
 - Contextual Safeguarding;
 - The identification and classification of specific behaviours; and
 - The importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as horseplay or teasing

- Educating children about the nature and prevalence of child-on-child abuse via PSHE and the wider curriculum.
- Pupils are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- They are regularly informed about the 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:
 - Talking about it with parents, both in groups and one to one;
 - Asking parents what they perceive to be the risks facing their child and how they would like to see the School address those risks;
 - Involving parents in the review of School policies and lesson plans;
 - Encouraging parents to hold the School to account on this issue.
- Ensuring that all child-on-child abuse issues are fed back to the School's safeguarding leads so that they can spot and address any concerning trends and identify pupils who may need additional support.
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom);
- Working with Governors, Senior Leadership Team, all staff and volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community;
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;
- Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of peer-on-peer abuse promptly and appropriately.

Multi-Agency Working

The School actively engages with its local partners in relation to child-on-child abuse, and works closely with, North Yorkshire Safeguarding Children Partnership, children's social care, and/or other relevant agencies. The relationships the School has built with these partners are essential to ensuring that the School is able to prevent, identify early and appropriately handle cases of child-on-child abuse. They help the School

- To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist;
- To ensure that our pupils can access the range of services and support they need quickly;
- To support and help inform our local community's response to child-on-child abuse;

- To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our pupils.
- The school actively refers concerns/allegations of child-on-child abuse where necessary to North Yorkshire Safeguarding Children’s Board, children's social care, and/or other relevant agencies. Children resident out of county but attending a North Yorkshire school will be reported to equivalent Social Care In cases involving children who are subject to risk, harm and abuse and who have LAC status, the children’s social worker must be informed and a coordinated approach to address any incidents or concerns will be required

Written by	Rachel Peart
Ratified by Governors	Autumn 2022
Date for Review	Autumn 2024
Signed – Head Teacher	<i>Rachel Peart</i>
Signed - Chair of Governors	John Kelly
Signed – Safeguarding Governor	<i>Joan Walker</i>

Appendix 1

A continuum of behaviours

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin, Letourneau and Silovsky (2002, p208) suggest a child’s sexual behaviour should be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child’s development
- occurs with coercion, intimidation, or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers.

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

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 behaviours • 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 which is physiologically and/or sexually arousing to the perpetrator • Sadism

Brook Sexual Behaviours Traffic Light Tool

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in
- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Appendix 3

Support can include:

- Early help and local authority children's social care as set out in Part one of the KCSIE 2022 guidance.
- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim. Police and social care agencies can **signpost** to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.

- Child and young people’s mental health services (CYPMHS) is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CYPMHS have their own website, which will have information about access, referrals and contact numbers.
[Children and young people's mental health services \(CYPMHS\) - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations. The Male Survivors Partnership can provide details of services which specialise in supporting men and boys.
- NHS - Help after rape and sexual assault - NHS (www.nhs.uk) provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics.
- Rape and sexual assault referral centres services can be found at: Find Rape and sexual assault referral centres. Sexual assault referral centres (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children, young people, or their families are unsure which service to access, they should contact their GP or call the NHS on 111.
- Childline provides free and confidential advice for children and young people.

WAYS TO GET SUPPORT

 <p>1-2-1 counsellor chat</p> <p>Log in and chat to a counsellor online - it's a safe space to share how you're feeling.</p> <p>Chat now →</p>	 <p>Call us free on 0800 1111</p> <p>Calling us doesn't need any credit or show on the phone bill.</p> <p>Call us →</p>	 <p>Send an email</p> <p>Email us from your locker. We'll try to reply within a day but sometimes it may take longer.</p> <p>Write an email →</p>	 <p>Sign with us</p> <p>Talk to a counsellor with help from a British Sign language interpreter.</p> <p>Talk to us →</p>
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- Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.
- Childline / IWF: Remove a nude image shared online Report Remove is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.