



Orsett Heath Academy  
Peer-on-Peer Abuse Policy  
May 2021

**Key Contact Personnel**

**Nominated Member of Leadership Staff Responsible:** Miss S Rawson

**Safeguarding Trustee:** Ms V Northall

**Date written:** May 2021

**Date agreed and ratified:** Friday 14<sup>th</sup> May 2021

**Date of next review:** May 2022

**This policy will be reviewed at least annually, and following any concerns and / or updates to national / local guidance or procedures**

## **1) Introduction**

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse seriously. This includes verbal as well as physical abuse. Peer on peer 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 peer on peer abuse within our school and beyond. In cases where peer on peer 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 peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)

Technology can be used for bullying and other abusive behaviour. Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, safeguarding policy and online safety policy. This policy concentrates on peer on peer abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on peer-on-peer abuse as set out in Keeping Children Safe in Education (September 2020) and should be read in conjunction with the Thurrock Safeguarding Children Partnership documentation, and any relevant Practice Guidance issued by it.

## **2) Policy Development**

The policy has been developed in consultation with all stakeholders.

## **3) Aims**

The policy will:

Set out our strategies for preventing, identifying and managing peer on peer abuse.

Take a contextual approach to safeguarding all children and young people involved -

- acknowledging that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community;
- understanding Peer on Peer 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.

#### **4) 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." We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours (Appendix 1) and the Brook Traffic Lights (Appendix 2).

#### **5) Vulnerable groups**

We recognise that all children can be at risk. However, we acknowledge that some groups are more vulnerable. This group can include those who: have experience of abuse within their family; have been living with domestic violence; are young people in care; are children who go missing; are children with additional needs (SEN and/or disabilities); are children who identify or are perceived as LGBTQ+ and/or have other protected characteristics under the Equalities Act 2010. What research tells us is that girls are more frequently identified as being abused by their peers, and girls are more likely to experience unwanted sexual touching in schools, but 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 peer on peer abuse, but they do so in gendered ways.

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

#### **6) Responding to Alleged Incidents**

All reports of peer on peer 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 an allegation

- The school will take all reports seriously and will reassure the victim that they will be supported and kept safe.
- Staff will use the TED model for listening to and recording a disclosure.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead and possibly external agencies). Staff will only share the report with those people who are necessary to progress it, using CPOMs and reporting directly to the DSL/DDSL in person as soon as possible (and before the end of the school day).
- Where the alleged incident includes an online element the school 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.

## Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or 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;
- The alleged perpetrator; and
- All the other pupils (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them. Risk assessments will be recorded (and stored on CPOMs) and they will be kept under review. The designated safeguarding lead (or a deputy) will engage with MASH concerning any allegations.

## 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.

We will also consider the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour.

We will also consider the ages and developmental stages of the pupils involved.

We will also consider any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?

We will also consider if the alleged incident is a one-off or a sustained pattern of abuse.

We will also consider if there are ongoing risks to the victim, other pupils, or school staff.

We will also consider any other related issues or wider context that may be relevant.

## Follow up actions for pupils sharing a classroom

Whilst the school or college establishes the facts of the case and starts the process of liaising with MASH / appropriate agencies the perpetrator will be removed from any classes they share with the victim. We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school. These actions are in the best interests of both pupils and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

## **7) Options to manage an allegation**

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the pupils 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 (on CPOMS).

2. In line with 1 above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a

problem emerges, at any point in a pupil's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non violent harmful sexual behaviour and may prevent escalation of sexual violence.

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

### **8) Reporting to the Police**

Any report to the Police will generally be made through the MASH as above. The designated safeguarding lead (and their deputies) will follow local processes for referrals. Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the Police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the Police remains. The Police will take a welfare, rather than a criminal justice, approach. Where a report has been made to the Police, the school will consult the Police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity. Where there is a criminal investigation, we will work closely with the relevant agencies to support all pupils involved (especially potential witnesses). Where required, advice from the Police will be sought in order to help us. Whilst protecting pupils and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the Police (and other agencies as required), to ensure any actions the school take do not jeopardise the Police investigation.

### **9) 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 to ensure relevant protections are in place for all pupils. We will consider any suitable action following our behaviour policy. If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator once they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable. Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school or college. We will ensure all pupils involved are protected, especially from any bullying or harassment (including online). Where cases are classified as "no further action" (NFA'd) by the Police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

### **10) Support for Children Affected by Sexual Assault**

Support for victims of sexual assault is available from a variety of agencies identified by Thurrock Local Safeguarding Children Partnership (see Appendix 3). We will support the victim of sexual assault to remain in school but if they are unable to do so we will support them in seeking to continue their education elsewhere. This decision will be made only at the request of the child and

their family. If they do choose to move, we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

Where there is a criminal investigation the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings. We will work closely with the Police. Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take further suitable action. 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 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, the principle would be to continue keeping the victim and perpetrator in separate classes wherever possible, and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the Police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the Police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. All 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.

### **11) Physical Abuse**

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

- is socially acceptable;
- involves a single incident or has occurred over a period of time;
- is socially acceptable within the peer group;
- is problematic and concerning;
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability;
- involves an element of coercion or pre-planning;
- involves a power imbalance between the pupil/pupil(s) allegedly responsible for the behaviour;

- involves a misuse of power.

## **12) Online Behaviour**

Many forms of peer on peer 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 anti-bullying policy, online safety policy, and safeguarding policy.

## **13) Prevention**

Our school actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

- Educating all Trust members, Senior Leadership Team, staff and volunteers, pupils, and parents about this issue. This will include training all Trust members, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it. This includes :
  - Contextual Safeguarding – an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their communities, schools and online can feature violence and abuse;
  - The identification and classification of specific behaviours;
  - The importance of taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as playfulness or teasing.
- Educating pupils about the nature and prevalence of peer-on-peer 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. The TooToot app is in place for pupils to be able to seek support at any time;
- Pupils are regularly informed about the School's approach to such issues, including its zero tolerance policy towards all forms of peer-on-peer abuse;
- Ensuring that parents have access to information about peer on peer abuse, and the school’s commitment to any cases effectively;
- Ensuring that all peer-on-peer abuse issues are fed back through CPOMs to the school's Designated Safeguarding Lead so that they can spot and address any concerning trends and identify pupils who may be in need of additional support;
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom);
- Working with Trust members, 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, through the RSHE and PSHE curriculum, and other mechanisms, 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;
- Responding to cases of peer-on-peer abuse promptly and appropriately.

#### **14) Multi-agency working**

The School actively engages with its local partners in relation to peer-on-peer abuse, and works closely with, Thurrock Safeguarding Children Partnership (TSCP), Multi Agency Safeguarding Hub (MASH), children's social care, and/or other relevant agencies, and other schools. 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 peer-on-peer abuse. They help the School :

- a. To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist;
- b. To ensure that our pupils can access the range of services and support they need quickly;
- c. To support and help inform our local community's response to peer-on-peer abuse;
- d. To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our pupils. The School actively refers concerns/allegations of peer-on-peer abuse where necessary to Thurrock MASH. In cases involving children who are subject to risk, harm and abuse and who have LAC status, the children's social worker will be informed and a coordinated approach to address any incidents or concerns adopted.

## Appendix 1

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

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviours	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Coercion and force to ensure victim compliance	Instrumental violence which is physiological and/or sexually arousing to the perpetrator
Shared decision making	Generally consensual & reciprocal	Consent issues may be unclear	Intrusive	Sadism
		May lack reciprocity or equal power	Informed consent lacking, or not able to be freely given by victim	
		May include levels of compulsivity	May include elements of expressive violence	

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

## **Appendix 2**

Brook sexual behaviours traffic light tool

### **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

### Behaviours: age 13 to 17

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

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active.

### 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

- accessing exploitative or violent pornography
- 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 • concern about body image
- taking and sending naked or sexually provocative images of self or others • single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### 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

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information.

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date.

Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains. Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

### Appendix 3

Thurrock Local Safeguarding Children Partnership – <https://www.thurrocklscp.org.uk/lscp>

### Appendix 4

#### Useful Publications and Websites

##### **Government Publications**

Sexual harassment and sexual violence in schools [www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges](http://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges)

Keeping Children safe in Education - [www.gov.uk/government/publications/keepingchildren-safe-in-education](http://www.gov.uk/government/publications/keepingchildren-safe-in-education)

Preventing youth violence and gang involvement [www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youthviolence](http://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youthviolence)

Preventing and tackling bullying in schools [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

##### **Other useful documents**

Sexting in schools and colleges- Responding to incidents and safeguarding young people  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

Peer-on-peer abuse Farrer &Co - Peer-on-peer abuse toolkit, guidance on peer-on peer abuse policy and template peer-on-peer abuse policy  
[www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%2014.pdf](http://www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%2014.pdf)

Anti-bullying alliance

There are some useful links on the section on sexual bullying: Sexual bullying: developing effective anti-bullying practice - A guide for school staff and others professionals  
[www.antibullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20antibullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17\\_1.pdf](http://www.antibullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20antibullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17_1.pdf)

Preventing abuse among children and young people-guidance from Stop it Now  
[www.stopitnow.org.uk/files/stop\\_booklets\\_childs\\_play\\_preventing\\_abuse\\_among\\_children\\_and\\_young\\_people01\\_14.pdf](http://www.stopitnow.org.uk/files/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf)

What is Age appropriate?

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

Brook Traffic lights

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

NSPCC-Harmful sexual behaviour

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

NCB Harmful sexual behaviour <https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmfulsexual-behaviour>

NSPCC –Is this sexual abuse?

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

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

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

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

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

Relationship Education , Relationship and Sex Education HMSO

[www.gov.uk/government/news/relationships-education-relationships-and-sex](http://www.gov.uk/government/news/relationships-education-relationships-and-sex)