

Kernow Learning

Building Excellent Schools Together



Peer on Peer Abuse

For DSLs

7th May 2021

Annex 2

Peer on Peer Abuse - Guidance & Policy

for DSLs

(Annex 2 to Kernow Learning Keeping Children Safe in Education Child Protection and Safeguarding Policy)

Guidance

Please Note:

This policy has been updated in response to the 'Everyone's Invited' campaign and remains current, in line with and alongside:

- the statutory guidance contained within Keeping Children Safe in Education 2020
- Working Together to Safeguard Children 2018
- Sexual Violence and Sexual Harassment between school children in school and colleges 2018,
- 'Beyond Referrals'
- Levers for addressing harmful sexual behaviour in schools and
- Kernow Learning Safeguarding Policy (6.6), Schools Behaviour Policy and Use of ICT Agreement.

This Policy will be updated following the Government's review of sexual abuse in schools and the KCSiE Sept 21 update and encompasses children of preschool and primary school age.

The review will consider a number of areas including: -

- Whether the safeguarding guidance to schools is strong enough to safeguard children.
- How schools can be further supported to teach the new RSHE curriculum.
- Multi-agency safeguarding arrangements; and
- How well schools and colleges listen to the voices of children when reporting sexual abuse

Note – All Kernow Learning Schools have submitted their annual Section 157 to the Local Authority (2021) that gives full details of all of the above.

What is Peer on Peer Abuse?

All children are capable of abusing their peers. This can manifest itself in a whole spectrum of behaviours including but not exhaustive to:

- Bullying including cyberbullying
- Sexual violence and harassment
- Physical abuse
- Sexting
- Upskirting (now a criminal offence and has reporting requirements)
- Initiation/hazing type violence and rituals

All schools include peer on peer abuse in their policies and procedures. All staff need to be aware of these and ensure they are part of their everyday practice.

Children 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 peer-on-peer abuse
- How allegations are recorded, investigated, and dealt with
- Clear processes as to how victims, perpetrators and any other children affected will be supported
- Recognition of the gendered nature of peer-on-peer abuse but recognising that all forms of this behaviour are unacceptable and will be taken seriously

It is important that schools see this guidance and policy annex as a framework that will need to be adapted to fit the age and developmental stage and understanding of their pupil group.

Additional areas for consideration can be found in Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance 2018)

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

Useful guidance can be found in:

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

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

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

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

Prevention

As well as having strategies for dealing with incidents, schools should consider what they can do to foster healthy and respectful relationships between pupils including through Relationship and Sex Education and Personal Social Health and Economic education. The most effective preventative education programme will be through a whole-school approach that prepares pupils for life in modern Britain.

The School's DSL has been trained by Steve Appleby from Gweres Kernow.

The school will have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum. The programme developed should be both age appropriate and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and may tackle such issues as:

- Healthy and respectful relationships
- What respectful behaviour looks like?
- Consent
- Gender roles, stereotyping, and equality
- Body confidence and self-esteem
- Prejudiced behaviour



- That sexual violence and sexual harassment is always wrong and
- Addressing cultures of sexual harassment.

Schools often deliver this currently, through planned, high-quality, Sex and Relationship Education (SRE) and Personal, Social, Health and Economic (PSHE) education.

The Department for Education has delayed introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2021 due to the COVID pandemic of 2019/2020

Kernow Learning has fully embedded Healthy Relationships, Consent and Pupil Voice into daily topics and is fluid across all aspects of school life.

Consent

Consent is about having the freedom and capacity to choose. Pupils are taught from an early age the notion of Consent via practical modelling, role play, RSHE lessons, giving consent to participate in peer massage in EYFS, understanding that consent is fluid and that you can change your mind. (Agree to loaning your pencil one day but not the next)

The DSL should have completed training with Brook and understand and use the Sexual Behaviours Traffic Light Tool to assist teacher in addressing behaviours. www.brook.org.uk

With relation to peer on peer abuse 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; and
- sexual intercourse without consent is rape.

Victims Voice

The wishes of the victim will be the basis of all risk assessments



Policy

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
- Acknowledge 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. These behaviours will impact on them for the rest of their life and will impact on their mental wellbeing.

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.

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 discussed in length in 'Beyond Referrals'. (Appendix 1) and the Brook Traffic Lights (appendix 2)

<https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools>

Vulnerable groups

Kernow Learning recognise that all children can be at risk, however we acknowledge that some groups are more vulnerable. This can include:

- experience of abuse within their family.
- living with domestic violence.
- young people in care.
- children who go missing from Education.
- children with additional needs (SEN and/or disabilities).
- children who have an adult who misuses drug/alcohol.
- children who are not appropriately supervised (online, out late etc.) and
- children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.



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

All disclosures of Peer-on-Peer abuse will be managed as with all disclosures, that is with integrity and clear understanding that the information will be shared by other adults that need to know. All reports of peer-on-peer abuse will be referred to MARU (they have a police team) who will then assess on a case by case basis with the designated safeguarding lead or their deputy.

The immediate response to a report

The school 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.
- All staff are trained to spot signs of harmful and abusive/controlling sexualised behaviours.
- 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 will follow advice on searching, screening, and confiscation. The staff will not view or forward images unless informed to do so by the Police (preferably the DSL is present).
- The DSL will be informed as soon as possible.
- My Concern will be used to keep ongoing chronology of behaviour, discussions, decisions made and other concerns.

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 should be considered on a case-by-case basis. The risk and needs' assessment should consider:

- The victim, especially their protection and support.
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the school especially any actions that are appropriate to protect them.

Risk assessments will be recorded and be kept under review.

The designated safeguarding lead (or a deputy) will ensure they are engaging with MARU, the parents, Gweres Kernow and/or the police.

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, parents and/or the police:

- the decision for the alleged perpetrator to be removed from any classes they share with the victim will be assessed on a case-by-case basis and if advised by Social Care and Police.



- we will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and ensure full supervision and monitoring.

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.

Staff must be mindful that although this is a protective measure, the confidentiality, anonymity, and wellbeing of both parties should be paramount.

All actions must be a protective measure and not a barrier to future disclosures (separating friendships).

Options to manage the report

Manage internally

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral and home support.

This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated, but with the understanding that primary aged children need additional support with behaviours that are age appropriate but potentially harmful to others (feeling and touching own genitals in front of a vulnerable peer). All decisions, and discussions around making these decisions will be recorded by the Schools DSL and stored on MY Concern.

2. In line with 1 above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MARU 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 the alleged perpetrator and any other children that require support.

Reporting to the Police

Any report to the police will generally be made through the MARU as above. The designated safeguarding lead (and their deputies) will follow local processes for referrals. The police and a social worker will then decide if the referral makes Threshold for a Section 47 Assessment.

Where a report of rape, assault by penetration or sexual assault is made, the process is that this will be passed on to the police [via MARU](#). Whilst the age of criminal responsibility is ten, (majority of Kernow Learning pupils are under this age) if the alleged perpetrator is under ten, the starting



principle of reporting to the MARU remains. The police and social care will take a welfare approach, rather than a criminal justice approach.

Where a report has been made to the police/MARU, 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 children involved (especially potential witnesses). Advice from the police will be sought in order to help us.

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

The end of the criminal process

If a child above the age of 10 is convicted or receives a caution for a sexual offence or a child under 10 is deemed to have acted in a harmful way, the school will update its risk assessment and ensure relevant protections are in place for all children.

We will consider any suitable action following our behaviour policy. If the perpetrator remains in school, we will be very clear as to our expectations regarding the perpetrator now they have been convicted, cautioned, or deemed to have harmful behaviours. 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.

We will ensure all children 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.

Support for Children Affected by Sexual-Assault

Support for victims of sexual assault is available from a variety of agencies and Kernow Learning school staff will signpost to local services and support networks for the children and families.

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

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



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

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so.

In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion

Where the perpetrator is going to remain at the school or college, 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 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.

Working with Parents

The school DSL will be mindful that parents may find the disclosure of peer-on-peer abuse difficult and may not have the capacity to manage the emotional aspect of this. The DSL should make clear their response to the assessing social worker to ensure they are supported.

The DSL must ensure that a child's identity is kept anonymous and parents are clear about this. Research shows that as children grow to understand the impact of their behaviour, they could self-harm or attempt suicide in later life. Confidentiality is key to them successfully being rehabilitated in their own community.

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 the police.

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

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

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

Online Behaviour

Many forms of 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 main child protection policy)

Prevention

Kernow Learning actively seeks to raise awareness of and prevent all forms of peer-on-peer 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 peer-on-peer 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 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 horseplay or teasing.
- Educating children about the nature and prevalence of peer-on-peer abuse via RSHE 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 peer-on-peer abuse.
- Engaging parents on this issue by:



- a) Talking about it with parents
 - 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 peer-on-peer abuse issues are fed back to the School's DSL so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support. [This is done by way of a weekly staff meeting at which all concerns about pupils (including peer-on-peer abuse issues) are discussed];
 - Challenging the attitudes that underlie such abuse (both inside and outside the classroom).
 - Working with LAB members/Trustees, 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/students 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 peer-on-peer abuse, and works closely with Children's Social Care, Multi-Agency Referral Unit (MARU), Early Help Hub, Gweres Kernow 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 MARU.

In cases involving children who are subject to risk, harm, and abuse and who have LAC status, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.



Appendix 1

Simon Hackett (2010) (<https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools>)

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	<ul style="list-style-type: none">• Single instances of inappropriate sexual behaviour	<ul style="list-style-type: none">• Problematic and concerning behaviours	<ul style="list-style-type: none">• Victimising intent or outcome	<ul style="list-style-type: none">• Physically violent sexual abuse
Socially acceptable	<ul style="list-style-type: none">• Socially acceptable behaviour within peer group	<ul style="list-style-type: none">• Developmentally unusual and socially unexpected	<ul style="list-style-type: none">• Includes misuse of power	<ul style="list-style-type: none">• Highly intrusive
Consensual, mutual, reciprocal	<ul style="list-style-type: none">• Context for behaviour may be inappropriate	<ul style="list-style-type: none">• No overt elements of victimisation	<ul style="list-style-type: none">• Coercion and force to ensure victim compliance	<ul style="list-style-type: none">• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision making	<ul style="list-style-type: none">• Generally consensual and reciprocal	<ul style="list-style-type: none">• Consent issues may be unclear• May lack reciprocity or equal power• May include levels of compulsivity	<ul style="list-style-type: none">• 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">• Sadism



Appendix 2

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 dad-dies,
- 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 con-text 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 pro-vocative 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 pro-vocative 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 inter-course
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

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>

