



Peer on Peer Abuse Policy

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Peer on Peer Abuse Policy

Contents

1	Introduction.....	4
2	Aims	5
3	Understanding Peer on Peer Abuse.....	5
4	The Context	5
5	Vulnerable Groups.....	6
6	Responding to Alleged Incidents Responding – Reports of Sexual Violence and Sexual Harassment.....	6
6.1	The Immediate Response to a Report	6
6.2	Risk Assessment.....	7
6.3	Action Following a Report of Sexual Violence and / or Sexual Harassment	7
7	Follow up Actions.....	8
7.1	Children sharing a classroom:	8
7.2	Managing the Report Internally.....	8
7.3	Reporting to the Police	9
7.4	The End of the Criminal Process	9
8	Support for Children Affected by Sexual Assault	10
9	Physical Abuse	11
10	Negative Online Behaviour.....	12
11	Prevention.....	12
11.1	Training.....	12
11.2	Pupils	13
11.3	Engaging Parents / Carers	13

11.4	Whole School Community	13
12	Multi-Agency Working	14
13	Equality, Diversity and Inclusion	14
14	Policy Review.....	15
15	Appendix 1 – Simon Hackett’s Continuum Model	16
16	Appendix 2 – Brook’s Sexual Behaviours Traffic Light Tool	17
17	Appendix 3 – Support for Young People: Local and National	23
18	Appendix 4 – Useful Publications and Websites	24

1 Introduction

Brookside Primary School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. 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
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used by 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 and Child Protection Policy and Internet 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 2018) and should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

2 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 / carers or adults in the community

3 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."

Also useful is 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 can include: experience of abuse within their family; living with domestic violence; 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).

We know that both boys and girls experience peer on peer abuse but they do so in gendered ways. Whilst research tells us that girls are more frequently identified as being abused by their peers and that they are more likely to experience unwanted sexual touching in schools, this is not confined to girls and may also affect boys.

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.

6 Responding to Alleged Incidents Responding – Reports of Sexual Violence and Sexual Harassment

All reports of peer on peer abuse will be made on a case by case basis with the Designated Safeguarding Lead (DSL) 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.

6.1 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
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the DSL 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 unavoidable and only if another member of staff (preferably the DSL) is present.

- The DSL will be informed as soon as possible

6.2 Risk Assessment

When there has been a report of sexual violence, the DSL (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
- 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 stored in confidential files and be kept under review.

The DSL (or a Deputy) will ensure they are engaging with MASH.

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

Following an incident we will consider

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment.
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse

- Are there ongoing risks to the victim, other children, adult students or school staff; and other related issues and wider context?

7 Follow up Actions

7.1 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.
- Consideration will be given to how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on the journey to and from school or on school transport, where relevant

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.

7.2 Managing the Report 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 through ELSA. 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 by DSL / Deputy and stored in the C (Concern) file.
- 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 MASH following locally agreed protocols.

Where statutory assessments are appropriate, the DSL (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.

7.3 Reporting to the Police

Any report to the police will generally be made through the MASH as above). The DSL (and a Deputy) will follow the local process for referrals.

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

Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents / 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). Where required, advice from the police will be sought in order to help us to take appropriate action.

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.

7.4 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, ensure relevant protections are in place for all children. We will consider any suitable action in light of 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 with regard to the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils 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.

8 Support for Children Affected by Sexual Assault

Support for victims of sexual assault is available from a variety of agencies (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 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 the journey to and from school or on school transport, where relevant. 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 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, consider any suitable sanctions in light of the 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 and on the journey to and from school or on school transport, where relevant. 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 / carers as required). Any arrangements should be kept under review.

9 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 will need to take priority.

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

- Is socially acceptable

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

10 Negative Online Behaviour

Many forms of peer on peer abuse have an element of negative 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, Internet and Online Safety Policy, Safeguarding and Child Protection Policy.

11 Prevention

Brookside Primary School actively seeks to raise awareness of and prevent all forms of peer on peer abuse.

11.1 Training

- Educating all Governors, Senior Leadership Team, staff and volunteers, pupils and parents / carers about this issue. This will include training on the nature, prevalence and effect of peer on peer abuse, and how to prevent, identify and respond to it, including:
 - (a) Contextual Safeguarding
 - (b) The identification and classification of specific behaviours
 - (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

11.2 Pupils

- Educating children 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
- 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

11.3 Engaging Parents / Carers

- Talking about it with parents / carers, 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
- Considering the views of parents / carers when reviewing of school policies and the curriculum
- Encouraging parents to hold the school to account on this issue

11.4 Whole School Community

- Ensuring that all peer on peer abuse issues are fed back to the school's DSLs so that they can spot and address any concerning trends and identify pupils who may be in need of additional support. This is done through a weekly staff brief 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 Governors, Senior Leadership Team, all staff and volunteers, pupils and parents / carers 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

- Responding to cases of peer on peer abuse promptly and appropriately

12 Multi-Agency Working

The school actively engages with its local partners in relation to peer on peer abuse, and works closely with, Nottinghamshire LSCB, Nottinghamshire 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:

- 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 are able to access the range of services and support they need quickly
- To support and help inform our local community's response to peer on peer 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 peer on peer abuse where necessary to Nottinghamshire MASH, children's social care, and / or other relevant agencies.

13 Equality, Diversity and Inclusion

At Brookside Primary School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's

range of life experiences when devising and implementing school policies and procedures.

14 Policy Review

This policy will be regularly reviewed by the Governing Body and updated annually in line with Brookside Primary School's Policy Schedule.

15 Appendix 1 – Simon Hackett’s Continuum Model

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:

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

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

16 Appendix 2 – Brook’s 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 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 sexually transmitted infections (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

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.

17 Appendix 3 – Support for Young People: Local and National

- Nottinghamshire Children and Young People's Independent Sexual Violence Advisors (ChiIVAs) provided by IMARA 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.
www.imara.org.uk/aboutus/chisva-service
- Child and Adolescent Mental Health Services (CAMHS)
www.nottinghamshirehealthcare.nhs.uk/cahms
- Rape Crisis Centre's can provide therapeutic support for children over 13 who have experienced sexual violence.
www.nottssovss.org.uk
- Internet Watch Foundation (to potentially remove illegal images)
www.iwf.org.uk

18 Appendix 4 – Useful Publications and Websites

Government Publications

- Sexual harassment and sexual violence in schools
www.gov.uk/government/publications/sexual-violence-and-sexualharassment-between-children-in-schools-and-colleges
- Keeping Children safe in Education
www.gov.uk/government/publications/keeping-children-safe-in-education-2
- Preventing youth violence and gang involvement
www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
- Preventing and tackling bullying in schools
www.gov.uk/government/publications/preventing-and-tackling-bullying

Other useful documents

Sexting

- Sexting in schools and colleges – Responding to incidents and safeguarding young people
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

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

Anti-bullying Alliance

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

- Sexual bullying: developing effective anti-bullying practice – A guide for school staff and other professional
www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20anti-bullying%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
- What is Age Appropriate?
<http://www.stopitnow.org/ohc-content/what-is-age-appropriate>
- Brook Traffic Lights
<https://www.brook.org.uk/our-work/using-the-sexual-behaviours-traffic-light-tool>
- NSPCC Harmful Sexual Behaviour
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>
- NCB Harmful Sexual Behaviour
<https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmful-sexual-behaviour>
- NSPCC Is this sexual abuse?
<https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplines-report-peer-sexual-abuse.pdf>

Online Sexual Harassment

- Project deSHAME – Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding
<https://www.childnet.com/our-projects/project-deshame>

Sexism

- It's Just Everywhere – a study on sexism in schools and how we tackle it
<https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf>