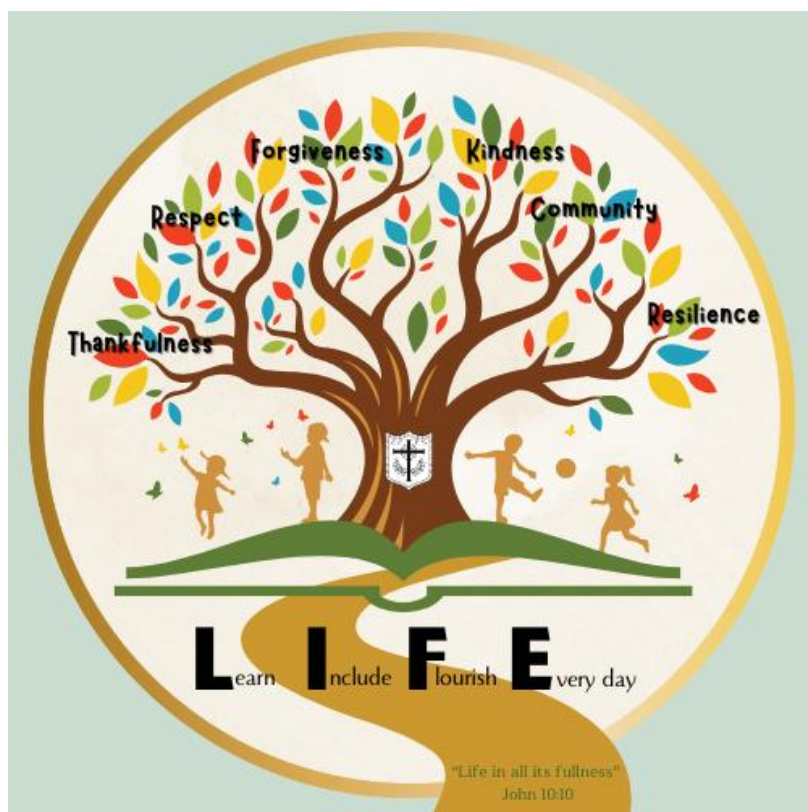


# Cotgrave Church of England Primary School



## ANTI-BULLYING POLICY

Reviewed	Spring 2009	Autumn 2020			
	Autumn 2010	Spring 2023			
	Autumn 2012	Spring 2025			
	Autumn 2015				
	Autumn 2018				

# Cotgrave Church of England Primary School

## Anti-Bullying Policy

### Roles and responsibilities of the Governing Body

The governing body will ensure that a policy is in place, and is followed by staff.

This policy will be monitored regularly and reviewed by the governing body at least biennially.

### Introduction

This policy will provide:

- A clear definition of bullying.
- A structured response strategy that is understood by all those who are involved in dealing with an incident of bullying.

We believe that it is the right of all children to enjoy their education at Cotgrave Church of England Primary School in a positive working environment. We have the responsibility to create and maintain a secure and safe environment for our pupils. 'Take Care' is at the heart of our school ethos, as we teach and model to each other taking care of ourselves, each other, our community, God's creation and our work.

As a Christian school we recognise that within our school community and in our relationships with others servanthood, repentance, forgiveness and reconciliation are key. We seek to live out Christ's 'Golden Rule' by doing unto others what we would have them do to ourselves. We endeavour to follow the commandment to love our neighbour and we aim to follow Christ's example by asking ourselves the question, "What Would Jesus Do?" We look for ways to demonstrate the evidence of the 'Fruits of the Spirit' in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

**Cotgrave Church of England Primary School will not accept any form of bullying behaviour**

### What is Bullying?

We define bullying as: *'any repeated action or persistent behaviour, verbal, physical or emotional, which is designed to intimidate, humiliate or abuse another person'*.

Bullying can take many forms: name-calling; making fun of others in a deliberately nasty way; stealing or damaging others' belongings; frightening or forcing others into doing things they do not wish to do; hitting, punching, kicking...; threatening violence; ostracising another person.

### When and how does bullying occur?

Bullying can take place anywhere where people gather together and bullying incidents can take many different forms. Bullying happens when one individual forgets that another individual is a beautiful, fragile reflection of their creator God, to be respected and cherished – and that they, too, are called to reflect God in the world. Bullying happens when individuals decide to make themselves feel good by making someone else feel bad.

### The effects of bullying

We must remember that both the recipient of bullying and the bully are affected, in different ways, by the act of bullying.

- **The Recipient:** Bullying incidents can be demeaning, frightening and paralysing. Pupils who are bullied may be unable to learn effectively. Being bullied can result in fear and feelings of worthlessness, anger and despair. Bullying can cause confusion, leading to self-blame and guilt. These feelings may manifest themselves in poor concentration (and declining academic performance) worsening behaviour, withdrawal, isolation, truancy and even physical illness.
- **The Bully:** Those who bully have a problem themselves and can also suffer in the long term. If the bully is not helped to understand the problem he/she has, and guided away from bullying behaviour, they may persist with bullying into their adulthood. Simply punishing a bully, without helping them towards better behaviour, may well reinforce their attitudes and therefore their unacceptable behaviour.

### Research into bullying

Research offers schools some important general guidelines for combating bullying:

- **Constant vigilance by all is the real answer to combating bullying;**

- Creating a positive ethos and environment in school and creating a positive environment for reporting incidents of bullying, are most helpful to any anti-bullying strategy;
- Recipients and witnesses of bullying should be encouraged to speak to a member of staff as soon as possible after an incident of bullying;
- Reports of bullying incidents should be dealt with sympathetically, sensitively and consistently and in accordance with our school Behaviour Policy;
- Evidence suggests that early adult intervention can reduce or even eliminate bullying incidents;
- No-one is born a bully; bullying is a learned behaviour and therefore can be 'unlearned';
- All members of a community can be bullies, including adults;
- Bullying cannot be stopped by 'bullying the bully': combating bullying solely by punishments and threats may give the bully the wrong message;
- The most effective strategy in preventing bullying is through positive education about relationships, behaviour and attitude.

#### The Cotgrave Church of England School Approach

In the light of the above statements and our commitment to a kind and caring, family school 'take care' ethos Cotgrave Church of England School will:

- act upon all reported cases of bullying;
- approach the issue collectively and consistently; it is everyone's responsibility, in a caring community, to help prevent bullying;
- monitor bullying incidents;
- address the issue of bullying through the PSHE programme, DARE, Family Week, Nurture Groups, RE lessons, Collective Worship and wherever appropriate, through the wider curriculum;
- actively foster an environment in which all members of the school community are valued and would feel at ease talking about any problems or anxieties which may arise.

#### Reporting Incidents

Everyone has an important role to play:

Pupils must tell someone if they feel they are being bullied; Those who witness incidents of bullying or become aware of it must pass on what they have seen or heard, because putting up with bullying is condoning it.

#### Who can be approached?

The answer is a simple one: the nearest teacher/midday supervisor/other adult. They will deal with the problem or refer it to someone else who will.

#### Procedures and Strategies

Once an incident of bullying is reported, the member of staff concerned needs to make sure that action is taken, either by dealing with the matter personally or by referring the incident to a teacher or the Head Teacher. (The procedures set out in our Behaviour Policy make clear the consequences of inappropriate behaviour). Any behaviour, which is judged to be bullying, has to be treated as requiring action.

The person dealing with the matter should inform the class teacher(s) of the people involved, who will inform the Head Teacher. All incidents of bullying will be recorded by the Class Teacher or Head Teacher. Parents of the bully and the recipient will be informed as quickly as possible; it is essential that the school, parents and pupils support each other in preventing any further incidents from occurring.

#### The Role of the Teacher/Adult When Bullying is Reported

##### Helping the Recipient:

- listen actively, and take what is being said seriously;
- ask what happened in a positive way;
- avoid making the pupil feel guilty about needing help;
- work with parents, keeping them fully informed;
- further investigation may reveal that the recipient might be contributing to the situation by being over-sensitive to everyday interactions with others and may need support in putting the perceived 'bullying' into perspective. They may need to learn strategies which enable them to cope better;
- follow up the report and record the incident and monitor the situation, mainly to ensure that the 'problem' has ended.

##### Helping the Bully

- talk through the incident(s) calmly and reasonably (can the bully be persuaded to feel concern for the recipient and be able to express concern?);
- move on in a positive way, e.g. What can be done to help the recipient?;
- if all appears well, bring the two parties together for a constructive, positive dialogue;
- guide the bully into a positive course of action (e.g. apologise, shake hands etc) and make sure it happens!;
- keep colleagues informed.

We feel it is essential to:

- help the bully to recognise that they have a problem;
- clarify the type of bullying and why it is unacceptable;
- attempt to steer the bully towards empathising with the recipient;
- monitor and record all incidents judged to be bullying;
- fully inform parents/carers, working closely with families;
- re-educate, through Religious Education, SEAL, DARE, Nurture, Family Weeks, Change for Life Weeks or rewards/sanctions strategy, areas covered in Collective Worship;
- monitor parents' views through the annual questionnaire and termly 'Two Stars and a Wish'.

The Role of Parents and Carers

We feel it is important that parents/carers need to:

- listen to and support their child;
- monitor their child's online activity and use of social media;
- encourage the child to inform a teacher if they have a problem;
- inform the school directly if the child does not tell a teacher;
- advise the child against retaliation;
- monitor the situation regularly until the problem is solved.

### Peer on Peer Abuse

As a school we recognise 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 (CSE);
- 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.

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.

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.

### Managing Incidents of Peer on Peer Abuse

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

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

All 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 a report

- The school or college will take all reports seriously and will reassure the victim that they will be supported and kept safe.
- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.
- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
- Where the report includes an online element the school or college will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.
- The DSL will be informed as soon as possible.

### 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 or college, especially any actions that are appropriate to protect them;

Risk assessments will be recorded (written or electronic say where these are filed) and be kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

#### 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 or college staff; and other related issues and wider context?

#### Follow up Actions

Children sharing a classroom:

Whilst the school or college 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.
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

#### Options to manage the report

##### Manage internally

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

This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored by the Head Teacher in a confidential 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 designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

#### Reporting to the Police

Any report to the police will generally be made 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 children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us. Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

#### 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 following our behaviour policy. If the perpetrator remains in school/academy we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate 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 (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 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 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 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.

### 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

### Online Behaviour

Many forms of peer on peer abuse have an element of online behaviour including behaviours such as cyberbullying and sexting.

### Prevention

Our school 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 PSHE and the wider curriculum.
- Pupils are frequently told what to do if they witness or experience 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 or bullying.
- Engaging parents on this issue by:
  - a) Talking about it with parents, both in groups and one to one;
  - b) Asking parents what they perceive to be the risks facing their child and how they would like to see the School address those risks;
  - c) Involving parents in the review of School policies and lesson plans; and
  - d) Encouraging parents to hold the School to account on this issue.
- Ensuring that all peer-on-peer abuse issues are fed back to the School's safeguarding lead so that they can spot and address any concerning trends and identify pupils who may be 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 Governors, all staff and volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;
- Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of peer-on-peer abuse promptly and appropriately.

#### Multi-agency working

The School actively engages with its local partners in relation to peer-on-peer abuse, and works closely with, Nottinghamshire Safeguarding Children Partnership (NSCP), Nottinghamshire 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 Nottinghamshire MASH, children's social care, and/or other relevant agencies. Children resident out of county but attending a Nottinghamshire school will be reported to their home MASH or equivalent Social Care. In cases involving children who are subject to risk, harm and abuse and who have LAC status, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

#### Responsibilities

The Head Teacher will monitor the implementation of this policy.

#### Review

All policies are subject to periodic evaluation and update.

## 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:

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

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

## 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 daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

### **What is an amber behaviour?**

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

### **What can you do?**

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

### **Amber behaviours**

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

### **What is a red behaviour?**

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

### **What can you do?**

Red behaviours indicate a need for immediate intervention and action.

### **Red behaviours**

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

## Behaviours: age 5 to 9 and 9 to 13

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

### What is a green behaviour?

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

### What can you do?

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

### Green behaviours 5-9

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

### Green behaviours 9-13

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

### What is an amber behaviour?

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

### What can you do?

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

### Amber behaviours 5-9

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

### Amber behaviours 9-13

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

### What is a red behaviour?

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

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours 5-9

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

### **Red behaviours 9-13**

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

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

### 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/about-us/chisva-service](http://www.imara.org.uk/about-us/chisva-service)
- Child and adolescent mental health services (CAMHS)  
[www.nottinghamshirehealthcare.nhs.uk/cahms](http://www.nottinghamshirehealthcare.nhs.uk/cahms)
- Internet Watch Foundation (to potentially remove illegal images)  
[www.iwf.org.uk](http://www.iwf.org.uk)

## 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-between-children-in-schools-and-colleges](http://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

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

Preventing youth violence and gang involvement

[www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence](http://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](http://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](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 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](http://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](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-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>

•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)