

# Sexualised Behaviour

and PSHE Education

Professionals' Pack

**2023**

---

Ellie Chesterton & Natalie McGrath

# TABLE OF CONTENTS

<b>03</b>	Introduction	<b>37</b>	Considerations
<b>04</b>	Safe Learning Environment	<b>38</b>	Children and Young People with SEND
<b>05</b>	Best practice principles		
<b>06</b>	Links to PSHE Curriculum - Primary	<b>40</b>	Challenges
<b>15</b>	Links to PSHE Curriculum - Secondary	<b>43</b>	Responding
<b>25</b>	Links to PSHE Curriculum - Youth Work	<b>44</b>	The Law
<b>26</b>	Useful Resources	<b>45</b>	Consent
<b>27</b>	Developing Subject Knowledge	<b>46</b>	Sharing Images
<b>28</b>	Why?	<b>47</b>	Impact of Sexual Violence
<b>29</b>	Definitions	<b>48</b>	National Statistics
<b>30</b>	Types of Harmful Sexual Behaviour	<b>50</b>	Staffordshire's Process
<b>31</b>	Hackett's Continuum	<b>53</b>	Stoke-on-Trent's Process
<b>35</b>	Language and Terminology	<b>54</b>	Useful Contacts
<b>36</b>	Influences	<b>56</b>	Further Reading

This pack aims to support education providers to deliver quality PSHE education around sexualised behaviour through identifying the curriculum links within the PSHE Associations' Spiral Curriculum and the Department for Education's statutory guidance and developing staff's confidence and competence on the subject matter to support them to facilitate PSHE education on this topic within their own setting.

The Department for Education's statutory guidance states that:

- Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.
- Staff have an important role to play in modelling positive behaviours.
- School pastoral and behaviour policies should support all pupils
- Schools should refer to the Department's advice within Keeping Children Safe in Education 2022, Part five: Child-on-child sexual violence and sexual harassment.
- Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any reports of sexual violence or sexual harassment should be taken seriously.
- An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

Education providers can help raise awareness of appropriate sexualised behaviour, by discussing what it is and challenging perceived 'social norms', they should also ensure children and young people know how to respond should they experience inappropriate sexualised behaviour including ensuring children and young people know who they can talk to if they have concerns.

Education providers are also well placed to identify any children or young people who may be displaying problematic or harmful sexualised behaviour and form part of the multi-agency response, so all staff, including those not delivering PSHE education must be aware of typical developmental behaviours and how to report concerns of problematic or harmful sexualised behaviour.

# SAFE LEARNING ENVIRONMENT

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently. We have created a guidance document to support professionals to create this safe learning environment in their own setting.



## **No. 01 — Ground Rules**

Create in collaboration with the group. As the facilitator role model, the agreed ground rules.



## **No. 02 — Collaborate with DSL**

Let them know when the session is being delivered to ensure the correct support is in place should any disclosures be made.



## **No. 03 — Staff Confidence**

Check Staff confidence levels. If anyone is in panic zone it is not safe or appropriate for them or the participants to teach on the topic. This pack should help professionals to move from panic zone to learning or comfort zone



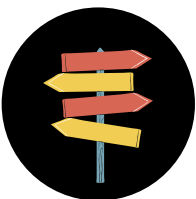
## **No. 04 — Learning Techniques**

Use scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....



## **No. 05 — Difficult Questions**

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.



## **No. 06 — Signposting**

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

**A more detailed version of this page is available by emailing either Natalie or Ellie**

# BEST PRACTICE PRINCIPLES

5

## Knowledge, Skills and Values

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, being catcalled whilst walking home from school. They will need to recall learning from PSHE education at that moment to help them make a decision. It also is about increasing their ability to be able make healthy decisions.

They will, of course, require knowledge e.g., being aware of the legal age of consent does not equip you with the skills on how to recognise if consent is being given or not. Defining what the harassment is does not enable you to explore what strategies you might employ or your rights.

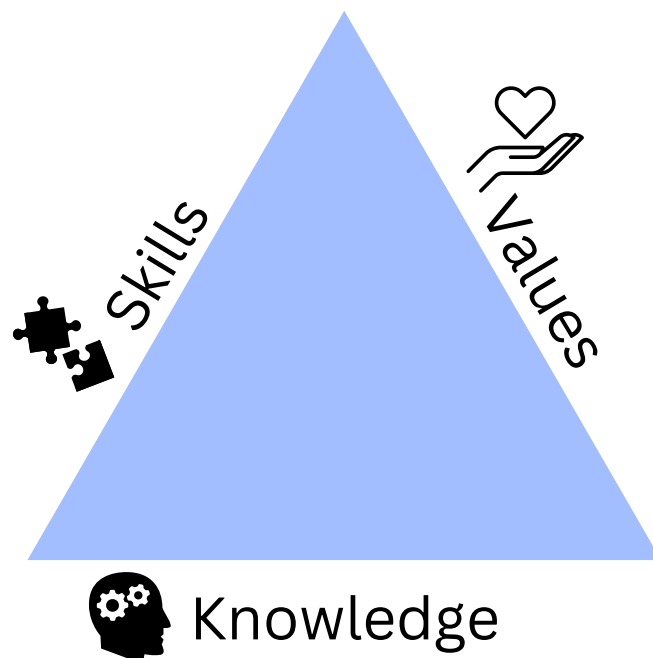
To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

**Knowledge:** gaining new information on a topic

**Skills:** gaining new skills on a topic

**Values:** reflecting on, and potentially altering, your own values in relation to a topic



## Whole-School Culture

To truly prevent sexual violence in education settings a whole school culture must be adopted. A culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children at the school or college are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made. (DfE, 2021, pp 48-49, para 104)

# LINKS TO PSHE CURRICULUM

The table below shows the learning opportunities from the relevant PSHE Association core themes, at which can be linked to Sexualised Behaviour.

## Primary

### PSHE Association:

#### Key Stage One

H25.	To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis and testicles)
H33.	About the people whose job is to help keep us safe
H34.	Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
R13.	To recognise that somethings are private and the importance of respecting privacy; that parts of the body covered by underwear are private
R16.	About how to respond if physical contact makes them feel uncomfortable or unsafe
R17.	About knowing their are situations when they should ask for permission and also when permission should be sought
R18.	About the importance of not keeping adult's secrets (only happy surprises that others will find out about eventually)
R19.	Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
R20.	What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
R21.	About what is kind and unkind behaviour, and how this can affect others

H30.	To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H31.	about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
H42.	About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
R11.	What constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
R15.	Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
R20.	Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
R22.	About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
R23.	About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
R25.	Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26.	About seeking and giving permission (consent) in different situations
R27.	About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
R28.	How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
R30.	That personal behaviour can affect other people; to recognise and model respectful behaviour online
L2.	To recognise there are human rights, that are there to protect everyone
L3.	About the relationship between rights and responsibilities
L15.	Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

# SEND

## PSHE Association:

### Key Stages One & Two

SSS2	Encountering	Respond with curiosity to stimuli about the adults who are responsible for keeping us safe
SSS2	Development	Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way.
SSS2	Development	Demonstrate ways of making it clear to others when we need help.



SSS3	Encountering	Respond to stimuli about ways of asking for help.
SSS3	Encountering	Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.
SSS3	Foundation	Recognise things we would call 'personal' and things we would call 'private'.
SSS3	Foundation	Recognise what keeping something secret means.
SSS3	Foundation	Identify someone who can help us if we are afraid or worried.
SSS3	Core	Explain why 'trust' is not the same as 'like'.
SSS3	Core	Identify the difference between a 'surprise' and a 'secret'.
SSS3	Core	Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad.
SSS3	Development	Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us
SSS3	Enrichment	Explain what a 'dare' is and what people might say or do if they are 'daring' us.
SSS3	Enrichment	Identify some basic strategies for saying 'no' to pressure or dares.
SSS3	Enhancement	Describe how we might feel if someone has dared us to do something.

SSS3	Enhancement	Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.
SSS3	Enrichment	Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky.
SSS4	Development	Identify things that we should never share online without checking with a trusted adult first.
SSS4	Enrichment	Explain how what we post online might affect ourselves or others
SSS4	Enrichment	Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.
SSS5	Encountering	Respond to stimuli about what is meant by the word private.
SSS5	Foundation	Recognise the difference between something that is private and something that is public.
SSS5	Foundation	Explain that we have a right to keep our bodies private.
SSS5	Core	Identify places that are public and places that are private
SSS5	Core	Identify some of the places/times/situations which we or others would expect to be 'private'

SSS5	Core	Give simple examples of some things we might do in private but never in public
SSS5	Development	Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate).
SSS5	Enrichment	Identify practical strategies to ensure our privacy and that of others
SSS5	Enhancement	Explain what we can do/ say or whom we can tell if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable.
SSS5	Enhancement	Explain why we should tell a trusted adult even if someone has told us not to.
CG3	Encountering	Respond with interest to stimuli about different kinds of daily physical contact we experience.
CG3	Encountering	Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us.
CG3	Foundation	Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection.
CG3	Foundation	Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.
CG3	Core	Explain that our bodies belong to us and that we have a right to feel safe

CG3	Core	Recognise the need to respect other people's bodies and to ask for permission before we touch them.
CG3	Core	Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it).
CG3	Development	Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact.
CG3	Development	Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it.
CG3	Development	Identify trusted adults we can tell.
CG3	Enrichment	Explain that we have the right to protect our bodies from Inappropriate/ unwanted touching.
CG3	Enrichment	Explain how we can respect other people's right to protect their bodies from inappropriate/ unwanted touching.
CG3	Enrichment	Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe.

By the end of Primary pupils will know:

FR5.	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
RR2.	Practical steps they can take in a range of different contexts to improve or support respectful relationships.
RR8.	The importance of permission-seeking and giving in relationships with friends, peers and adults.
OR3.	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
BS1.	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
BS2.	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
BS3.	That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
BS5.	How to recognise and report feelings of being unsafe or feeling bad about any adult.
BS6.	How to ask for advice or help for themselves or others, and to keep trying until they are heard.
BS7.	How to report concerns of abuse, and the vocabulary and confidence needed to do so.

IS3.	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
IS5.	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
IS7.	Where and how to report concerns and get support with issues online.
CAB1.	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.



## PSHE Association:

### Key Stage Three

H34.	Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
R2.	Indicators of positive, healthy relationships and unhealthy relationships, including online
R4.	The difference between biological sex, gender identity and sexual orientation
R5.	To recognise that sexual attraction and sexuality are diverse
R7.	How the media portrays relationships and the potential impact of this on people's expectations of relationships
R8.	That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
R11.	To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
R12.	That everyone has the choice to delay sex, or to enjoy intimacy without sex
R14.	The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
R23.	The services available to support healthy relationships and manage unhealthy relationships, and how to access them

R24.	that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
R25.	About the law relating to sexual consent
R26.	How to seek, give, not give and withdraw consent (in all contexts, including online)
R27.	That the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected
R28.	To gauge readiness for sexual intimacy
R29.	The impact of sharing sexual images of others without consent
R30.	How to manage any request or pressure to share an image of themselves or others, and how to get help
R31.	That intimate relationships should be pleasurable
R37.	The characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
R43.	The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support



H26.	The different types of intimacy – including online – and their potential emotional and physical consequences (both positive and negative)
R1.	The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
R2.	The role of pleasure in intimate relationships, including orgasms
R6.	About diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
R7.	strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
R8.	To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
R16.	To recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
R17.	Ways to access information and support for relationships including those experiencing difficulties
R18.	About the concept of consent in maturing relationships
R19.	About the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online
R20.	To recognise the impact of drugs and alcohol on choices and sexual behaviour
R21.	The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple

R22.	To evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
R29.	the law relating to abuse in relationships, including coercive control and online harassment

## Key Stage Five

R6.	To manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online
R7.	To evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'
R11.	To understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)
R12.	To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent
R13.	How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities
R22.	To understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support

## PSHE Association:

### Key Stages Three & Four

SA4	Core	Recognise what is meant by peer pressure and peer influence.
SA4	Development	Identify some of the ways in which pressure might be put on us by other people, including online
SA4	Development	Describe ways we might challenge peer pressure.
SA4	Enrichment	Describe strategies that can be used if someone is using pressure to persuade us to do something, including online.
SSS2	Encountering	Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact).
SSS2	Foundation	Describe in simple terms what it means to take care of our bodies and keep them safe.
SSS2	Core	Explain what unwanted physical contact means
SSS2	Development	Explain what is meant by 'personal space'
SSS2	Enrichment	Describe how it might feel when someone encroaches on our personal space.
SSS2	Enrichment	Give examples of when it is or is not appropriate to be in someone else's 'personal space'.

SSS2	Enrichment	Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police.
SSS4	Development	Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content.
SSS6	Encountering	Respond to stimuli about things that are public and things that are private.
SSS6	Foundation	Explain what is meant by private and what is meant by public.
SSS6	Foundation	Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.
SSS6	Core	Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.
SSS6	Core	Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do.
SSS6	Core	Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information
SSS6	Development	Identify what is appropriate and inappropriate to share online.

SSS6	Development	Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.
SSS6	Enrichment	Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law.
SSS6	Enrichment	Explain what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others.
SSS6	Enhancement	Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret.
MF3	Encountering	Respond with interest to stimuli about people we like or know.
MF3	Foundation	Identify what it means to like someone.
MF3	Core	Describe the difference between 'liking' someone and 'fancying' someone
MF3	Development	Explain how part of growing up might be to experience strong feelings about people we like or fancy.
MF3	Enrichment	Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion.

MF3	Enrichment	Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.
MF3	Enhancement	Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.
CG4	Encountering	Respond to stimuli about romantic relationships.
CG4	Foundation	Identify instances in or out of school when we might need to seek permission or receive consent.
CG4	Foundation	Identify the similarities and differences between friendships and romantic/ intimate relationships.
CG4	Core	Identify readiness (emotional, physical and social) for a relationship that may include sex.
CG4	Core	Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.
CG4	Core	Explain the difference between appropriate and inappropriate relationship behaviours in public places.

CG4	Development	Identify readiness (emotional, physical and social) for a relationship that may include sex.
CG4	Development	Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.
CG4	Development	Explain that there are laws about the legal age of consent for sexual activity
CG4	Development	Identify how others may manipulate/persuade us to do things we do not want to do or do not like
CG4	Enhancement	Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime.
CG4	Enhancement	Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex.
CG4	Enrichment	Recognise that viewing pornography can have ongoing harms and where and how to access help if concerned.
CG4	Enrichment	Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them

## DfE Statutory Guidance:

By the end of Secondary pupils will know:

RR1.	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
RR7.	What constitutes sexual harassment and sexual violence and why these are always unacceptable.
O2.	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
O3.	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
O5.	The impact of viewing harmful content.
O6.	That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
O7.	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
II.	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
I2.	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).



I3.	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
I4.	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing
I6.	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
I7.	That they have a choice to delay sex or to enjoy intimacy without sex.
I13.	How the use of alcohol and drugs can lead to risky sexual behaviour
IS2.	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
CAB1.	Key facts about puberty, the changing adolescent body and menstrual wellbeing.
CAB2.	The main changes which take place in males and females, and the implications for emotional and physical health.

## NYA Youth Work Curriculum:

I6.	Promoting the positive physical, social, emotional and mental health of young people
HR1.	Offering relationship support and guidance to young people, including sex and relationship education, in settings and in a way chosen by young people

# Useful Resources:

- Women's Aid Expect Respect Prevention toolkit that provides sessions around healthy relationships for children and young people aged 4-18.
- NSPCC PANTS resource for school and teachers suitable for EYFS and KS1, this resource teaches children the Underwear Rule to keep them safe from abuse. There are lesson plans, slides, activities, letter for parents and carers, and resources adapted for SEND.
- NSPCC It's Not Ok: Online teaching resources Designed for use with 11+ It's Not OK reinforces the importance of building and maintaining positive relationships and recognising and responding to behaviour including harmful sexual behaviour.
- NSPCC Love Live: Resource for young people with learning disabilities. Aimed at young people aged 11-25 using films to help develop strategies for staying safe including privacy and boundaries.
- NSPCC Making Sense of Relationships: Lesson 4 Inappropriate sexualised behaviour, in partnership with the PSHE Association is the fourth in a six-lesson series for Key Stage 3 that explores concerns raised by sexual bullying and empowers young people to manage, resist and challenge it.
- ChildNet's Just a Joke provides a lesson plan and activities to explore problematic sexual behaviour with 9-12 years old.

***This topic also links to other Stoke and Staffordshire "PSHE and... Professional Packs" that are currently being developed e.g., Healthy Relationships, Consent, Pornography, Sharing Images etc... please contact your local PSHE Coordinator if you would like support with sourcing other resources whilst these are being developed.***

# DEVELOPING SUBJECT KNOWLEDGE



## SEXUALISED BEHAVIOUR

*with thanks to NSPCC, Together for Childhood Stoke on Trent (NSPCC) and Staffordshire Police their input*

# Why?

It can be a challenge for professionals working with children and young people to know what sexual behaviours fall within typical/developmental and healthy bracket and those which are cause for concern.

Knowing how to take a positive view and recognise healthy sexual behaviours in children and young people helps to support the development of healthy sexuality and protect children and young people from harm or abuse using a proportionate response.

Many expressions of sexual behaviour are part of healthy development and no cause for concern. However, when children or young people display sexual behaviours that increases their vulnerability or causes harm to someone else, adults have a responsibility to safeguard and support.

OFSTED carried out a rapid thematic review around sexual abuse and reported their findings in June 2021. The report stated that the issue is so widespread that it needs addressing for all children and young people. It recommends that schools, colleges and multi-agency partners act as though sexual harassment and online sexual abuse are happening, even where there are no specific reports.

All children and young people are potentially at risk of harm, though some groups - for example children and young people who have a disability, have been abused or have experienced other disruptions to their development or socialisation - may be at an increased risk of exposure to, or of developing problematic or harmful sexualised behaviours. It is important to recognised that in these cases extra support and guidance may be needed.

All professionals who work or volunteer with children and young people should be able to distinguish developmentally typical sexual behaviour from sexual behaviours that are problematic or harmful. This ensures that the response is appropriate and children and young people are provided with the right level of support and protection.

# Definitions

Problematic and harmful sexual behaviours are umbrella terms that include a range of behaviours as listed below. The DfE use the term peer-on-peer abuse within Keeping Children Safe in Education 2022 this includes:

- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim distress, humiliation or alarm
- Sexting- also known as "youth-produced imagery, sending nudes or semi-nudes.

***Sexualised behaviours expressed by children and young people under the age of 18 that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult (Hackett, 2014)***

Crime	Definition
Rape	When a person intentionally penetrates another's vagina, anus or mouth with a penis, without the other person's consent
Assault by Penetration	When a person penetrates another's person vagina, anus or mouth with any part of the body other than the penis, or by using an object, without the other person's consent
Sexual Assault	An act of physical, psychological and emotional violation in the form of a sexual act, inflicted on someone without their consent. Can involve manipulating someone to witness or participant in any sexual acts
Sexual Harassment	Any kind of unwanted behaviour of a sexual nature that makes a person feel uncomfortable, humiliated or intimidated or creates a hostile environment

# Types of Harmful Sexual Behaviour

30

**Contact Sexual Abuse** - Abuse where physical contact between the person displaying the harmful sexual behaviour and another takes place.

**Non-Contact Sexual Abuse** - Wide range of activity including children and young people being exposed to adults having sex, sharing inappropriate images or pornography, allowing children and young people to have access to pornography

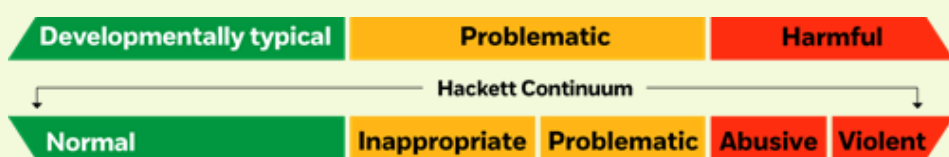
**Technology Assisted** - Involves mobile phone, social media, internet or apps. Examples includes sharing images, receiving or being coerced into sending sadomasochistic role play messages.

**Group, Gang and Peer Influenced** - Some of this behaviour is linked to "street gangs" and criminal activity including drugs, robbery and sexual behaviour is part of the group's activity. Behaviour can also occur outside of gangs, this is due to the importance of group dynamics during adolescents and the importance of peer acceptance during this time.

# Hackett's Continuum

It is important to be able to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure that children and young people get appropriate support.

Hackett's Continuum presents sexualised behaviour as a range from 'normal' to 'inappropriate', 'problematic', 'abusive' and 'violent' (Hackett, 2010)



Always consider the child's holistic needs and safeguarding concerns alongside any sexualised behaviour and follow due procedures accordingly.

**Context is key.** The same behaviour can sit in different places on the continuum due to different contexts (e.g. age, surroundings and stage of development).

This guide is a tool to support objective decision making about a child or young person's sexual behaviour and does not replace professional judgement or policy and legislation

# Developmentally Typical Behaviours

These behaviours may also be referred to as:

- Green
- Healthy
- Normal
- Developmentally Expected

This behaviour:

- Is developmentally expected and socially acceptable
- Is consensual, mutual and reciprocal between children or young people of a similar age or developmental ability
- Involves shared decision making
- Reflective of natural curiosity and experimentation

The NSPCC have produced guidance about the developmentally typical sexual behaviours for different age ranges from 0-17 year-olds, these have been broken down into different age categories. These categories deliberately overlap to demonstrate the fluidity and variable nature of development. These are indicative, and understanding may vary. The 13-17 year-old may also be a useful guide for vulnerable young people, or young people with physical or learning disabilities, up to the age of 25.

Although not concerning, these behaviours still require a response. Typically development behaviours provide an opportunity to positively reinforce appropriate behaviour, and to provide further information and support.



Click on the photo above to watch a video about developmentally typical behaviours



# Problematic Behaviours

Often termed as problematic sexualised behaviour as an umbrella term. Hackett's continuum describes these behaviours as 'inappropriate' or 'problematic'.

## **Inappropriate:**

- Single instances of developmentally inappropriate sexual behaviour
- Behaviour that is socially acceptable within a peer group but would be considered inappropriate outside that group
- Generally consensual or reciprocal
- May involve an inappropriate context for that behaviour that would otherwise be considered developmentally typical.

## **Problematic:**

- Developmentally unusual and socially unexpected behaviour
- May be compulsive
- Consent may be unclear, and the behaviour may not be reciprocal
- May involve an imbalance of power
- Doesn't have an overt element of victimisation.

These behaviours signal the need to take notice and gather information to consider appropriate action. Recognising behaviour that might be unhealthy is the first step in the process.

Amber behaviours cannot be ignored, and it is important to think through the options available to you. Consider why the behaviours may be being displayed, and, where possible, gather further information and continue to monitor behaviour.

Talk to your Safeguarding Lead about your concerns.



Click on the photo above to watch a video about problematic behaviours

Harmful sexualised behaviour are harmful to the child or young person displaying them, as well as the people who the behaviour is displayed towards. Hackett divides these behaviours into 'abusive' and 'violent' categories.

These behaviours are outside of safe and healthy behaviour and can be:

- Excessive, secretive, compulsive, coercive, degrading or threatening
- Involving significant age, developmental or power differences
- Of concern due to the activity type, frequency, duration or the context in which they occur

## **Abusive:**

- Intrusive behaviour
- May involve a misuse of power
- May have an element of victimisation
- May use coercion and force
- May include elements of expressive violence
- Informed consent has not been given (or the victim was unable to consent freely)

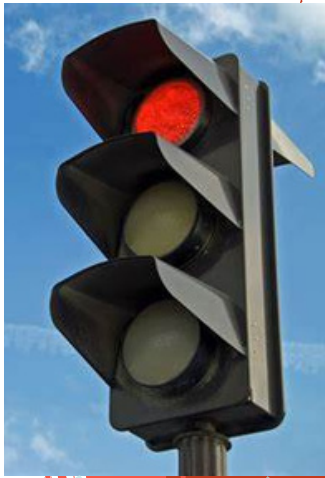
## **Violent:**

- Physically violent sexual abuse
- Highly intrusive
- May involve instrumental violence that is physiologically and/or sexually arousing to the perpetrator
- May involve sadism

Red behaviours indicate a need for immediate intervention and action, though it is important to consider actions carefully. When determining the appropriate action, identify the behaviour, consider the context and be guided by:

- relevant national legislation and guidance
- organisational policies, procedures and guidance
- human rights
- the identified risks or needs of the young person
- the potential or real risks to others

You must notify your safeguarding lead who will provide support



Click on the photo above to watch a video about problematic behaviours

# Language and Terminology

Try to avoid using the term "perpetrator" and victim instead refer to children and young people as those who have 'displayed' or 'instigated' the behaviour and children and young people who are 'impacted' by the behaviour - this can include witnesses or bystanders.

Using this language should not minimise what has happened or the harm that may have been cause, but focussing on the behaviour rather than labelling the child or young person.



# Influences

There are many factors that influence sexual behaviour including:

- Lack of relationship and sex information
- Lack of privacy
- Boredom, loneliness, anxiety, confusion or depression
- Family/Carer conflict or information and support needs
- Lack of rules, appropriate consequences or boundaries
- Emotional, physical or sexual abuse
- Exploitation and/or trafficking
- Communication difficulties
- Sexual excitement or curiosity
- Attention or relationship needs
- Gender issues
- Copying the behaviours of other children and young people
- Copying behaviours seen on the internet or TV
- Copying behaviours seen of adults

Identifying these factors may help professionals to decide on the most appropriate intervention. However, this list is not exhaustive and specialist support may be required to clearly identify the reason for the behaviour and the correct intervention.

Dealing with an unhealthy sexual behaviour at an early stage can help to prevent subsequent sexually harmful behaviours from developing. Professionals can begin to help children and young people to change their behaviour from harmful to problematic and/or problematic to developmentally typical.

# Considerations

A child or young person's behaviour can change depending on circumstances they are in, and sexual behaviour can move in either direction along the continuum. Each situation should be explored and considered individually, as well as any patterns of behaviour.

To support professionals to categorise, and thereby appropriately respond to the behaviour here are a list of questions designed to stimulate professional curiosity:

- What is the age of the child or young person who has displayed the sexual behaviour?
- Consider developmental ability as well as chronological age.
- What is the age of other children or young people involved?
- Is the behaviour unusual for the child or young person involved?
- Is the behaviour consensual for all children or young people involved?
- Are other children or young people showing signs of alarm or distress as a result of the behaviour?
- Is there an imbalance of power?
- Is the behaviour excessive, coercive, degrading or threatening?
- Is the behaviour taking place in a public or private space? How does this affect the categorisation?



**Click on the picture above to watch a NSPCC video on deciding where a child's sexualised behaviour sits on the Hackett's Continuum**

## with SEND

Children and young people with additional needs, a learning need or learning difficulty can be over-represented in those children and young people that display harmful sexual behaviours (Barnardo's, 2016)

However, this may be because this group of children and young people are over-represented in the data rather than the fact they are more likely to sexually abuse than their peers (Barnardo's, 2016).

There are additional factors that may be linked to children with additional needs displaying problematic or harmful sexualised behaviour including:

- Lack of appropriate RSHE
- Fewer opportunities for healthy sexual or social expression
- Societal attitudes can inappropriately label attempts at healthy sexual behaviours as problematic or harmful. Equally harmful behaviours may be justified because of additional learning needs.
- The individual with additional needs might be more impulsive or opportunistic, or display indifference or lack of understanding around sexual behaviours and social norms.
- May relate more (on a psychosocial level) to younger children whose functional age is similar to their own.
- Struggle to understand and manage physical and development changes to themselves e.g. puberty or sexual desires
- Literal understanding of societal and social nuances and challenges in recognising boundaries or interpreting other's wishes and feelings
- Lack of opportunity for relationships that represses natural development

It is really important that sexualised behaviour in children and young people with additional needs is managed as effectively as for a child or young person who does not have additional needs and that a response is aimed at each individual's own level of ability, paced appropriately and repeated to enable the information to be retained. The information could be shared through:

- literal visual examples
- role play
- cartoons and stories
- games that promote cooperation and mutual understanding (Carson, 2017)

A robust, comprehensive, quality, age-appropriate relationships and sex education curriculum can support children and young people with additional needs to understand healthy relationships and sexualised behaviours.

When discussing sexualised behaviours with children and young people with additional needs it is important to ensure that approach is accessible and differentiated to enable access to the resources. Parents and carers should be included to enable the messages to be reinforced within the home.



# Challenges

## Professional and Personal Values

It is important for professionals to acknowledge that they have their own personal judgments, beliefs and values that could affect their choices. If a behaviour is deemed 'inappropriate' by one professional but not by another this leads to children and young people receiving mixed messages about their sexuality and behaviour.

## Beliefs

Culture, beliefs and ethnicity can all play a vital and challenging role when assessing and responding to sexual behaviour. What is considered 'acceptable' sexual behaviour can differ from community to community. It is important to recognise that Hackett's Continuum is focused on protecting children and young people from harm and this does not differ within the context of belief. Where there is a safeguarding issue or concern, procedures must be adhered to regardless of culture and beliefs within communities.

## Assumptions around Gender

Parents, carers and professionals often feel different levels of concerns dependent upon the gender of the person displaying the sexual behaviour. It is important to challenge these concerns and consider why a behaviour is considered acceptable for one gender but not another. These reactions are likely to be based on personal values, beliefs or social assumptions,



# Assumptions around Sexual Orientation

Children and young people become aware of their sexual orientation at different ages and a range of factors will impact at what age they feel safe and ready to explore their sexual orientation and want to tell others about it.

If and when a child or young person comes out as lesbian, gay, or bisexual then whatever the age, they should be taken seriously and provided with age-appropriate information and guidance.

It is safe and healthy for all children and young people, whether they are straight, lesbian, gay or bisexual (LGB) to begin exploring healthy sexual behaviour. However, professionals can regard sexual contact between young people of the same sex with greater concern than they would regard the same sexual contact between young people of the opposite sex.

The sexual development of LGB people does not in itself require an intervention. If professionals react to behaviour simply because it is taking place between two people of the same sex, it could lead to those young people feeling ashamed about engaging in what is typical, developmental behaviours. It sends a message that something is 'wrong' with the way their sexuality is developing.

There are things that may legitimately give concerns about the sexual behaviour of young people and may lead to an intervention such as if there were a significant age or developmental difference between the partners or the relationship seemed coercive or abusive. Such things would raise concern regardless of whether that behaviour involves someone of the same sex or opposite sex.

**PSHE statutory guidance states that the curriculum must be inclusive of all sexual orientations and genders**

# Internet and Media

Children and young people are increasingly exposed to a variety of sexual content through the internet. The accessibility of potentially harmful sexual information, imagery, pornography causes concerns for professionals, parents and carers.

An effective PSHE education curriculum that is age and stage appropriate can support children and young people to help them process and critically reflect and question the information they receive via this medium.



# Responding

Having recognised and appropriately categorising any sexual behaviour it is important to not shy away from responding because it is a sexualised behaviour or because it is assumed that the child or young person will not understand e.g. because of additional needs.

When an incident of sexualised behaviour occurs, it is essential that the child or young person receives a clear and proportionate response that does not shame and is not vague.

The same strategies used for any other type of behaviour management within your setting should be utilised.

- Don't let emotions or personal values influence the response
- Address the behaviour rather than the individual
- If needed, stop the behaviour. Be clear about what the behaviour was and why it is not acceptable.
- Consider the needs of any impacted children
- Ensure everyone is safe in the immediacy
- Explain what will happen next

The process section will provide information on the subsequent response for each category of sexualised behaviour.



**16**

Is the age of consent, regardless of sexual orientation

The law does not affect young people's right to confidential advice on contraception, condoms, pregnancy and abortion, or their ability to consent to treatment, even if they are under 16.



**13**

Sexual offences legislation, in all of the UK assumes that children under the age of 13 do not have the capacity to consent to sexual activity.

It is illegal for an adult who is in a position of trust to a child or young person under the age of 18, e.g., teacher or carer, to have sex with them



**The law covers all intercourse, other penetration or sexual touching of a child. It includes sexual touching of any part of their body, clothed or unclothed, either with a body part or with an object.**



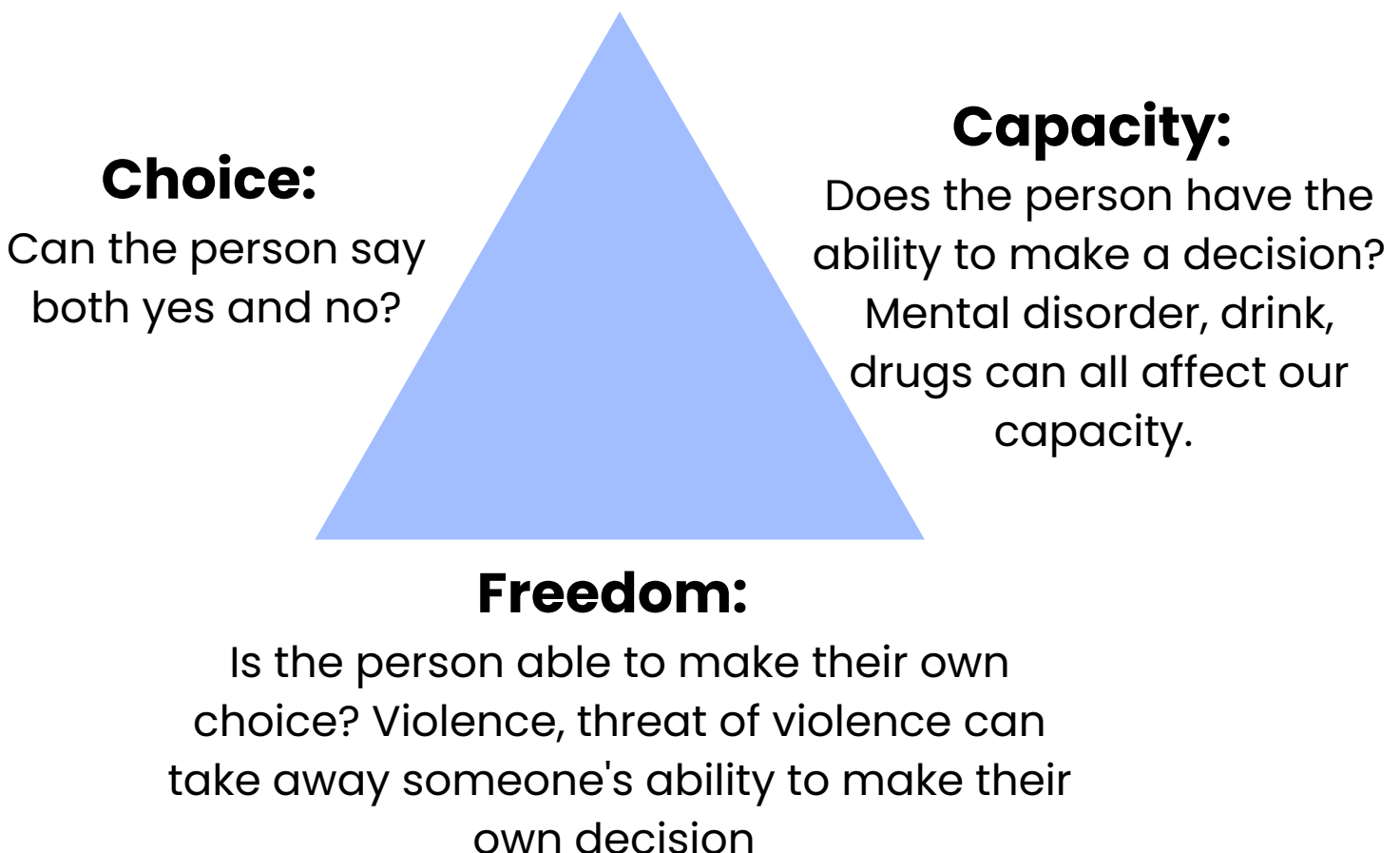
It is against the law to persuade a child to take part in sexual activity, to engage in sexual activity in their presence, to cause them to watch a sexual act (including videos, photographs or on websites) or to arrange to meet them following sexual grooming

# Consent

Sexual offences legislation provides a statutory definition of consent that are relevant in the cases such as rape, sexual assault and other non-consensual offences.

In England a person is deemed to consent if they agree by **choice** and have the **freedom** and **capacity** to make that choice.

## Consent Triangle:



# Sharing Images

Most children and young people are not creating sharing nude and semi-nude images and videos, the potential risks are significant. If the image is shared further than intended, it may lead to embarrassment, bullying, and increased vulnerability to blackmail and exploitation. Producing and sharing nudes and semi-nudes of under 18 years-old is also illegal.

The PSHE Association and National Police Chief's Council advised even though sending nude images to a partner is a crime for young people under the age of 18, the significant factors affecting young people's choices in these scenarios are often less to do with the law, and more to do with their understanding of healthy relationships, consent, resisting peer pressure and their own values regarding relationships. The topic of 'sexting' therefore, can be addressed more effectively through relationships and sex education lessons delivered by the PSHE teacher.

# Impact of Sexual Violence<sup>47</sup>

In collaboration with young survivors in Essex, a series of five animated videos to support professionals working with children and young people to understand the impacts of sexual violence.

The five animations can be accessed [here](#):

- “They just fob it off.” Preventing Sexual Harm in Schools
- “It’s all about paperwork and box ticking.” Responding to Disclosures of Sexual Violence
- “I felt like a burden.” Providing Support After Sexual Violence
- “I lost all my friends.” The Impact of Sexual Violence on Peer Groups
- From Disclosure to Closure: Supporting Young Survivors Throughout Their Journey

We recognise the strong links in this topic between PSHE education and Safeguarding and so have also provided details of the supporting resources for Designated Safeguarding Leads and Senior Leaders to use during INSET and continuing professional development sessions with all staff can be accessed [here](#):

- ‘Understanding Young People’s Experiences of Sexual Harm’ [PowerPoint\\*](#) and [Facilitator’s Guide](#) for use in training which guides participants through the main points of each animation and asks them to consider their own role in supporting young survivors of sexual violence
- ‘Understanding Young People’s Experiences of Sexual Harm’ [handout](#) which gives an overview of the animations’ content and provides links to each animation
- Student Experience Scenarios, available as a [PowerPoint](#) or a [handout](#), which summarise the student experiences presented in each of the animations.

\*This is a large file, with the animated videos embedded and it may take a few minutes to download.

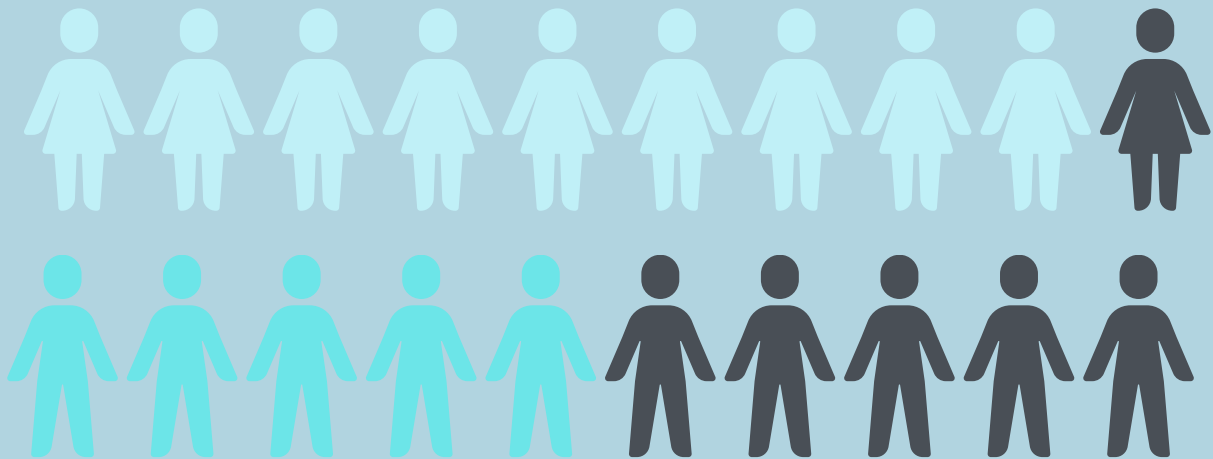
# NATIONAL STATISTICS



More than a third of the girls surveyed said they'd first been asked to send a nude image when they were 13 or younger. (Not Just Flirting)



Among the young people taking the survey who had ever been sent a nude or nearly nude image or video, 82% said that when people sent nudes they usually or always used Snapchat to do so.



90% of girls and nearly 50% of boys said that being sent explicit pictures or videos of things they did not want to see happens a lot or sometimes to them or their peers (OFSTED, 2021)



Said sexist name-calling happens a lot or sometimes to them or their peers (OFSTED, 2021)



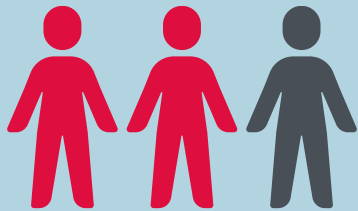
# NATIONAL STATISTICS



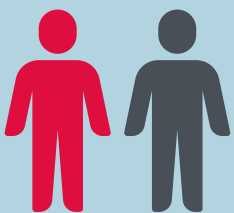
Around a third of child sexual abuse is committed by other children and young people (derived from Hackett, 2014)

NSPCC research shows that the two most common settings for incidents of harmful sexual behaviour are:

- Home
- School



Two thirds of children who display harmful sexual behaviour had experienced some kind of abuse or trauma, such as physical, emotional and sexual abuse, severe neglect, parental rejection, family breakdown, domestic violence and parental drug and alcohol abuse (Hackett et al, 2013)



Around half have experienced sexual abuse (Hackett et al, 2013)

***Remember that although it can be one of the contributing factors, a child or young person who displays problematic or harmful sexual behaviours will not always have experienced sexual abuse themselves.***

# Staffordshire's Process: <sup>50</sup>

Once you have identified the sexual behaviour this flow chart to help support next steps. It is important if any professional witnesses the behaviour that is problematic or harmful that they tell the child/young person to stop the behaviour and why e.g. "Please stop that and put your penis away. We do not get our penis out in public places like the classroom.". If you click [here](#) it will take you to the full document.

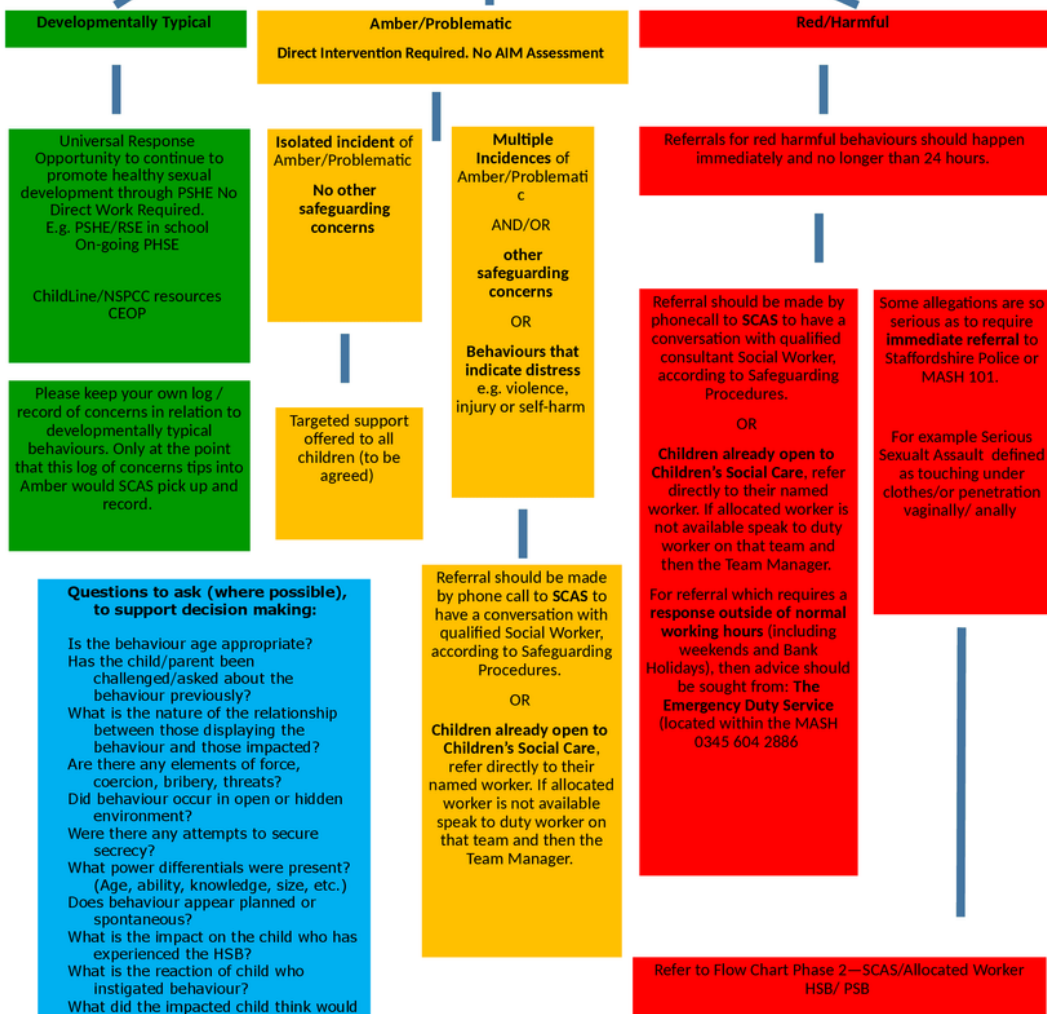
## HSB/ PSB PROCESS FLOWCHART for all agencies

Please use the [NSPCC/Hackett Continuum/Screening Tool](#), to help you determine whether a behaviour is **developmentally typical**, **problematic** or **harmful**. If possible, consider this with connected professionals OR organisational Safeguarding Lead. Follow timescales within your safeguarding policies.

**Note:** All behaviours require a response whether they are deemed to be **developmentally typical**, **problematic** or **harmful** (see below)

**Things to consider to identify threshold:** where has the disclosure come from? Is this from a third party or directly from the child involved. If not directly from the child, do you need to speak to the child directly to ensure the concern is accurate?

**Record your analysis/decision making/professional judgement.** If there is insufficient information about where a behaviour sits on the continuum, your agency safeguarding lead should decide how this information is gathered, by who and in what timescales.



### Questions to ask (where possible), to support decision making:

- Is the behaviour age appropriate?
- Has the child/parent been challenged/asked about the behaviour previously?
- What is the nature of the relationship between those displaying the behaviour and those impacted?
- Are there any elements of force, coercion, bribery, threats?
- Did behaviour occur in open or hidden environment?
- Were there any attempts to secure secrecy?
- What power differentials were present? (Age, ability, knowledge, size, etc.)
- Does behaviour appear planned or spontaneous?
- What is the impact on the child who has experienced the HSB?
- What is the reaction of child who instigated behaviour?
- What did the impacted child think would happen if they told?

**Note:** Making a referral to SCAS (for any reason) should not be a barrier or seen as an alternative to reporting to the Police if you think a crime has been committed.

### SCAS HSB/ PSB PROCESS FLOWCHART

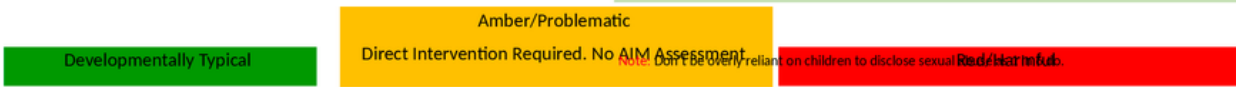
You have received a referral (either by telephone or email) regarding a child displaying PSB/HSB you have taken all relevant information, so an appropriate evaluation can be undertaken. In SCAS this information is captured on a contact form. If this child is already open to social care, SCAS to direct the referrer. Allocated worker to follow Allocated Worker flowchart.

To help you determine whether a behaviour is **developmentally typical**, **problematic** or **harmful**, use the [NSPCC/Hackett Continuum/Screening Tool](#). Consider this with the referrer/ connected profs/organisational safeguarding lead.

**Note:** All behaviours require a response from a professional and/or parents (not necessarily SCAS) whether they are deemed to be **developmentally typical**, **problematic** or **harmful**.

If you do not have enough information to determine where it sits on the continuum, the following needs to happen:

- Agree what are the gaps in information and who is best placed to gather this.
- Agree clear timescales to gather information and agreed someone to take responsibility to review that information. This may then be closed to SCAS or held open for maximum 5 days to review.
- Record the information received, actions agreed to understand gaps in information and any responses received
- Once information is received continue on the flowchart



Within SCAS, all calls in relation to concerns around sexualised behaviours (behaviours under Amber and Red on the spectrum) should be recorded on a contact form.

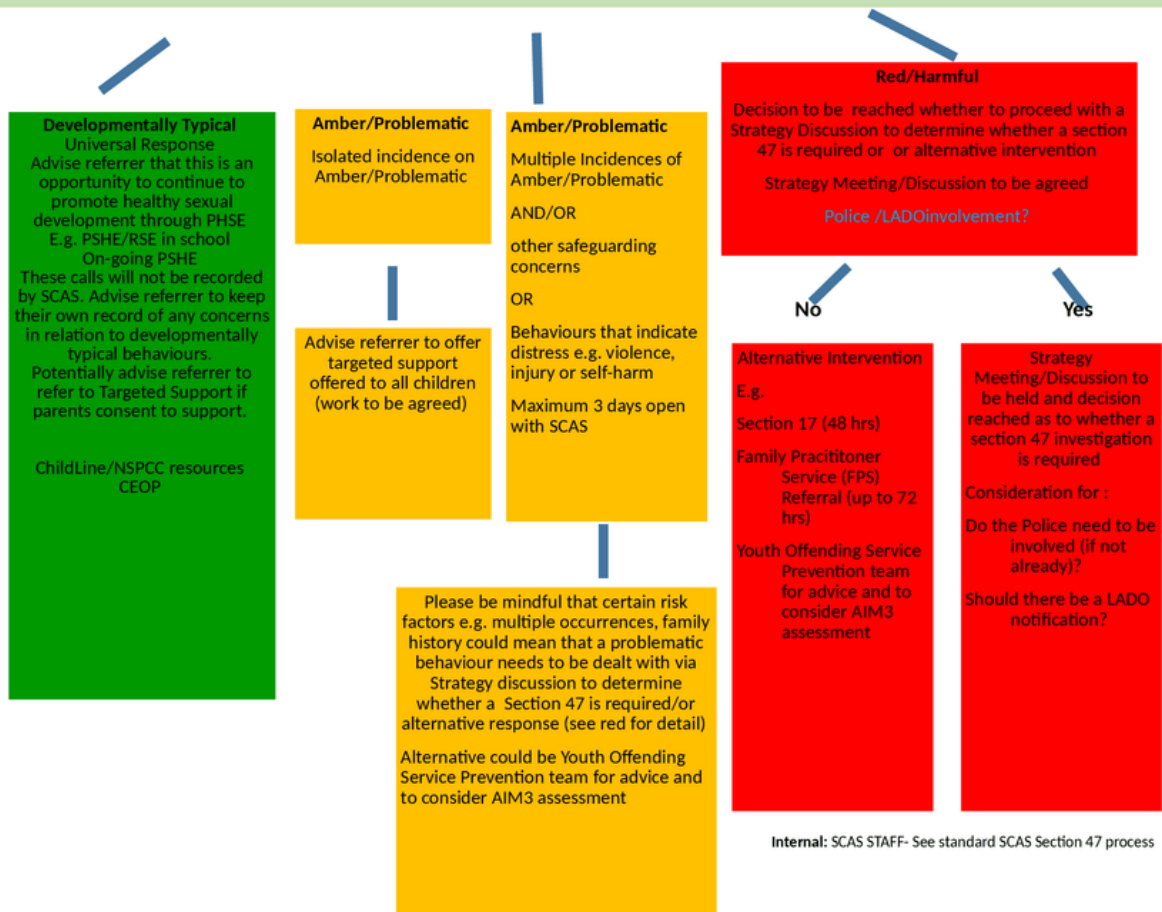
Based on the information received if your decision is that a response is required from social care - RAB Rate on presenting information.

**RAB Rating**

- Red-Urgent 48 hours (2 working days)
- Amber- High Priority 72 hours (3 working days)
- Blue- Medium Priority 5 working days

The CSW will review the information and add the RAB Rating and overview of actions completed to the Initial Actions Box

\*\*\*For all children presenting with problematic or harmful behaviours, record your analysis/decision making/professional judgement, including advice given and who is going to provide the response (as all behaviours require a response), using the flow chart below



You have received information in relation to a child/young person allocated to you displaying PSB/HSB. You have taken all relevant information, so an appropriate evaluation can be undertaken. Record this on Case Notes.

To help you determine whether a behaviour is **developmentally typical, problematic or harmful**, use the [NSPCC/Hackett Continuum/Screening Tool](#). Consider this with the referrer/ connected profs/organisational safeguarding lead.

**Note:** All behaviours require a response from a professional and/or parents (not necessarily SCAS) whether they are deemed to be **developmentally typical, problematic or harmful**.

**If you do not have enough information** to determine where it sits on the continuum, the following needs to happen:

- Agree what are the gaps in information and who is best placed to gather this.
- Agree clear timescales to gather information and agree someone to take responsibility to review that information.
- Record the information received, actions agreed to understand gaps in information and any responses received
- Once information is received continue on the flowchart



Internal: See standard Section 47 process

# Stoke-on-Trent's Process:

For colleagues working in Stoke-on-Trent the responding to sexualised behaviour process is still being formalised. If you have any concerns about a child or young person's sexualised behaviour please contact CHAD, details can be found in the useful contacts section.

The [NSPCC Learning website](#) provides guidance on taking appropriate action that you can utilise until the local process has been formalised.

Once this process is available this pack will be updated and recirculated via the PSHE Digest. We therefore ask that you use the hyperlink to the document rather than download and save on your own device.

# Useful Local Contacts:



**If you would like more information or local support about Harmful Sexual Behaviours please contact:**

Staffordshire Education Safeguarding Service (not Stoke on Trent)

Staffordshire Youth Offending Team (North)-  
01782 297 615

Staffordshire Youth Offending Team (South)-  
01543 510 103

Stoke Youth Offending Team -  
01782 235 858

**If a referral to Children's Social Care is required please contact:**

**Staffordshire:**

Staffordshire Children's Advice Service - 0300 111 8007  
Monday - Thursday 8.30am -5pm and Friday 8.30-4.30pm  
Out of Hours - 0345 604 2886 / 07815 492613

**Stoke:**

CHAD - 01782 235 100

Monday - Thursday 8.30am -5pm and Friday 8.30-4.30pm  
Out of Hours - 01782 234 234

# Useful National Contacts:



**If you would like more information or local support about Harmful Sexual Behaviours please contact:**

The Report Abuse in Education helpline  
Provides both children and adults who have experienced sexual abuse in schools, and parents and professionals with support and advice, including onward action such as contacting the police if they wish to.

0800 136 663

[help@nspcc.org.uk](mailto:help@nspcc.org.uk).

NSPCC helpline

0808 800 5000

[help@nspcc.org.uk](mailto:help@nspcc.org.uk).

# Further Reading:



Keeping Children Safe in Education 2022



Working Together to Safeguard Children (2018)



NPSCC Harmful Sexual Behaviour



Stop it Now!



Why we need to talk about HSB - Barnardo's



Centre of expertise on child sexual abuse



Teaching about relationships, sex and health



SWGL Harmful Sexual Behaviour



# Further Reading:



[OFSTED Review of Sexual Abuse in Schools and Colleges](#)



[NICE Guidance - Harmful Sexual Behaviour Among Children and Young People](#)



[When to Call the Police - guidance for schools and colleges](#)



[Sharing Nudes and Semi-Nudes : how to respond to an incident](#)



[Sharing Nudes and Semi-Nudes: advice for education settings working with children and young people](#)



[Indecent Images of Children: Guidance for Young People](#)



[Not Just Flirting - Research Report into nude-image sharing](#)



[Searching, Screening and Confiscaion at School](#)



Ellie Chesterton  
PSHE Coordinator  
Stoke on Trent  
[echesterton@horizoncoat.co.uk](mailto:echesterton@horizoncoat.co.uk)



Natalie McGrath  
PSHE Coordinator  
Staffordshire  
[natalie@staffscvys.org.uk](mailto:natalie@staffscvys.org.uk)

With thanks to our Partners

