

# **SEXUAL BULLYING: DEVELOPING EFFECTIVE ANTI-BULLYING PRACTICE**

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**A guide for school staff and  
other professionals**



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# ABOUT THIS GUIDE



The Anti-Bullying Alliance has developed this guide on prevention and response to sexual bullying to assist teachers and other professionals as they safeguard, educate and support children in their care.

It is written to apply to the school environment but many of the principles are relevant to other settings where adults support children and young people. It draws on law and government guidance; best practice from organisations that specialise in children's safety and/or sexual harms; and research literature and consultation with children, including disabled children and those with special educational needs (SEN). It outlines the specific issues that professionals should be aware of in relation to sexual bullying and also suggests actions that staff can take to safeguard, educate and protect all students.

The views of children and young people involved in the consultation, and associated quotations, are used throughout.

We encourage you to use this guide to update your anti-bullying policy and procedures and educate all staff members on how to keep children safe.

With thanks to all the young people involved in the consultations and to Kidscape for helping us develop the guidance.

# SUMMARY

- Bullying has a significant effect on children and young people's mental health, emotional wellbeing, and identity – and schools have a legal duty<sup>1</sup> to tackle it.
- Peer on peer abuse is a safeguarding issue. **All staff should be aware that children can abuse other children** and be clear on school policy and procedures (Keeping Children Safe in Education, Sep 2020)<sup>2</sup>.
- Sexual bullying can impact all children – but schools should be aware that girls and disabled children and those with SEN are at particular risk of sexual abuse. Girlguiding's 2017 Girls' Attitudes Survey<sup>4</sup> found **64% of girls aged 13 – 21 had experienced sexual harassment** in school in the past year, **a rise of 5% since 2014**. Research from the Contextual Safeguarding Network into harmful sexual behaviour in 16 schools throughout England identified the most predominant behaviours as sexual/sexist name-calling (73% of children reported this occurring in their school), **rumours about students' sexual activity (55%); sexual harassment (36%); sexual images/videos of students shared without consent (30%); and unwanted touching (22%)**.<sup>5</sup>
- **All children need support to understand about puberty, healthy sexual development and healthy relationships;** to recognise harmful sexual behaviour; to learn about consent, and to feel confident that their school is a safe environment where they can confidently share any concerns.
- **Schools have a legal duty<sup>6</sup> to create an environment where sexism is not tolerated;** where personal space of students and staff is respected; where sexist language and comments are challenged; and where students and staff feel empowered to say no to any unwanted touch.

Education does not create more harassment. It puts a name on the inappropriate behaviour that already exists. Education does not create more problems for educators. It allows existing problems to be identified and solved at the local level.<sup>1</sup>

1 – The Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

2 – Keeping Children Safe in Education, DfE, updated 2020 <https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>

4 – Girlguiding (2017), Girls' Attitudes Survey, <https://www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-attitudes-survey-2017.pdf>

5 – Contextual Safeguarding Network, Beyond Referrals (2020)

6 – Under the Equality Act 2010 schools as public bodies must eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.

# WHAT IS SEXUAL BULLYING?



The Anti-Bullying Alliance (ABA) defines bullying as:

**“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”**

It can happen face-to-face or online.



Academics in the UK and overseas continue to debate the most appropriate definition of sexual bullying as it includes a wide spectrum of behaviours, but for the purposes of this guide, **we include any bullying behaviour with a sexual element.** This behaviour can be between children and young people of any age, gender, and/or sexual orientation, and between children and adults. Research suggests that sexual bullying has a disproportionate impact on girls<sup>7</sup>. While significant numbers of boys are also targets of sexual bullying, this often has a homophobic element<sup>8</sup>, suggesting this behaviour is driven by sexism and homophobia within society with peer enforcement of perceived gender norms. For this reason, it is vital that schools take a strong approach against all forms of sexism, sexist stereotypes and homophobia as the foundation stone on which to build a response to sexual bullying.

We know that disabled children and those with SEN can be particularly vulnerable to all forms of abuse, including sexual abuse<sup>9</sup>, and that they are disproportionately vulnerable to experiencing bullying<sup>10</sup> – with devastating consequences. A report for the NSPCC shares that a significant proportion of children with harmful sexual behaviour also have a learning disability<sup>11</sup>.

7 – Witkowska, E (2005) Sexual harassment in schools: Prevalence, structure and perceptions, National Institute for Working Life, and Dept of Public Health Sciences, Karolinska Institute, Stockholm, Sweden, p30

Schools have a key role to play in educating and supporting children with appropriate sexual behaviour – and must make sure this includes children with SEND. There may be a misconception that disabled children are not interested in sex, or that it would be somehow inappropriate to discuss sexual matters with them – however this only serves to leave children vulnerable to bullying and abuse. In addition to this, each year significant numbers of children face exclusion from school for 'sexual misconduct'<sup>12</sup>.

## Fixed term and permanent exclusions for sexual misconduct from state funded schools 2018/2019<sup>12</sup>

<b>1,886</b>	<b>86</b>
fixed term exclusions	permanent exclusions
(93% male, 7% female)	(92% male, 8% female)

8 – McMaster, L, (2002) 'Peer to peer sexual harassment in early adolescence: A developmental perspective', Development and Psychopathology, 14, 91-105  
9 – <https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children>

10 – <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/groups-more-likely-experience-bullying/sen-disability/what-does>

11 – NSPCC (2019) Statistics briefing: Harmful sexual behaviour  
12 – <https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england>

Each one of these exclusions represents children and families who have been through significant hurt and embarrassment. No parent or carer wants to find out their child has been on the receiving end of sexual misconduct or has been accused of sexual misconduct. Schools have a duty to keep all children safe from sexual harm and it's vital **to talk about these issues, set appropriate boundaries, and to communicate appropriate behaviour** in a way that meets the needs of all children and young people.

## CHECKING FOR BIAS

Minority ethnic groups face significant overrepresentation in exclusions for sexual misconduct (as well as exclusions overall)<sup>13</sup>. It is vital that schools are aware of systemic racism and check for bias in disciplinary procedures.

## CULTURAL SENSITIVITY

Peer on peer abuse including sexual bullying can happen in any environment. The safety of children should always be paramount: this means educating all children, in all environments about acceptable behaviour and being clear on school policy and procedure. This includes single sex schools and faith schools. There may be religious or cultural sensitivities associated with sexual behaviour, but this should not override the legal duty to keep children safe from harm. Taking a clear stance makes it easier to communicate any concerns with parents and carers and creates an environment where they can also share concerns with you knowing they will be handled sensitively and with care.

13 - <https://www.gov.uk/government/collections/statistics-exclusions>



# WHAT BEHAVIOUR DOES THIS INCLUDE?

It is important to understand that not all sexualised behaviour between children and young people is bullying or abuse. There are several tools available to assist staff with understanding healthy sexual development (see NSPCC Harmful Sexual Behaviour framework<sup>14</sup> and Brook Sexual Behaviours Traffic light tool<sup>15</sup>). The Stop it now! Charity also has a useful booklet<sup>16</sup> on preventing abuse between children that describes healthy sexual development. They emphasise that disabled children and young people and those with SEN may develop at different rates and care must be taken to educate appropriately according to their sexual development and to make sure they can communicate any worries they may have. The ABA definition of bullying includes an imbalance of power – and some children may be more vulnerable to coercion and control – a key characteristic of sexual bullying.

Stop It Now! describe **harmful sexual behaviour**<sup>18</sup> as ranging 'from experimentation that unintentionally goes too far, through to serious sexual assault'. They write that 'often victims are uncomfortable or confused about what is happening and may feel that they are willingly involved, but not understand that the behaviour is harmful'. This can be exacerbated for children who may find it hard to understand and communicate their feelings. This means it is vital that school staff take time to understand the context in which behaviour has taken place, the development needs of the children involved, and the nature of the relationship between those involved.

## KEY AREAS TO CONSIDER WHEN INVESTIGATING SEXUALISED BEHAVIOUR BETWEEN CHILDREN AND YOUNG PEOPLE:

- Is the behaviour age appropriate and appropriate to the level of development of the children involved – or could the person have been coerced?
- Is there a power imbalance between those involved (e.g. age difference, physical strength and capability, emotional development)?
- Are those involved equipped to describe their wants and desires and to give consent?
- Is the behaviour potentially harmful or risky? (e.g. the distribution of sexual photos or video content).
- Is the behaviour appropriate to the school environment (regardless of whether you consider it to be consensual)?

14 – Harmful sexual behaviour framework, NSPCC (2019)

<https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviourframework/>

15 – Sexual Behaviours Traffic light tool, Brook (2018) <https://legacy.brook.org.uk/ourwork/the-sexual-behaviours-traffic-light-tool>

16 – [https://www.stopitnow.org.uk/wp-content/uploads/2020/02/stop\\_booklets\\_childs\\_play\\_preventing\\_abuse\\_among\\_children\\_and\\_young\\_people01\\_14.pdf](https://www.stopitnow.org.uk/wp-content/uploads/2020/02/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf)

18 – [https://www.stopitnow.org.uk/wp-content/uploads/2020/02/stop\\_booklets\\_childs\\_play\\_preventing\\_abuse\\_among\\_children\\_and\\_young\\_people01\\_14.pdf](https://www.stopitnow.org.uk/wp-content/uploads/2020/02/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf)

## TYPES OF BEHAVIOUR

The type of behaviour within a school environment that could constitute sexual bullying, or could contribute to an environment where sexual bullying is more likely to occur includes:

- Sexual comments, taunts, and threats; 'banter' of a sexual or sexist nature; sexualised and sexist language
- Non-consensual physical contact (this can include hugging and kissing); interfering with clothing
- Upskirting<sup>19</sup>
- Distributing sexual material (including pornography); sending photos or videos of a sexual nature
- Making phone calls or sending texts, messages, or films of a sexual nature; inciting others to share sexual imagery
- 'Games' with a sexual element (e.g. taking clothes off, kissing, or touching games)
- Pressure to spend time alone or apart from others with another person, or people (e.g. behind school buildings in the toilets or changing rooms, in the field)
- Pressure to be in a relationship with another person, or to engage in a sexual act with another person – both inside and outside of school
- Spreading rumours about another person's alleged sexual activity
- Sexism in all its forms; pressure to conform to particular gender 'norms' (e.g. pressure on boys to have multiple partners, or pressure on boys and girls to be heterosexual)

It's important to remember the definition of bullying when considering sexual bullying.

See the definition on page 5

**'Boys who were not seen to have the attributes valued by the dominant male group were jeered at and sometimes singled out for sexual persecution with or without the help of other boys...Boys and girls were deeply implicated in the construction and policing of their own sexual identities that were limited by their knowledge of the range of gender identities available.'**<sup>20</sup>

## SEXUAL BULLYING AND CRIME

While not all sexual bullying will be criminal behaviour, depending on the age of the children involved and the nature of the incident or incidents, all harmful sexual behaviour must be taken seriously. The Department for Education, 'Sexual violence and sexual harassment between children in school and colleges: Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads'<sup>21</sup> gives further information on how to handle reports and when to involve the police.

19 – Upskirting typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). Upskirting is punishable by law (The Voyeurism (Offences) Act, which was commonly known as the Upskirting Bill, was introduced on 21 June 2018. It came into force on 12 April 2019).

20 -Duncan, N. (1999) Sexual bullying: gender conflict in pupil culture, London: Routledge, p. 23

21 – [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)



# IMPACT OF PORNOGRAPHY

The young people that took part in our focus group felt strongly that the increased consumption of pornography was a driver for sexual bullying. In their view pornography:

- affected how young people thought about sex and what sex should be like
- affected how young people thought they should behave
- portrayed stereotypes and could affect how a young person felt about themselves (e.g. that they were not doing what other men were doing)
- made people feel pressured to act more sexually
- made people judge others more about their sexual behaviour
- influenced verbal sexualised bullying about people who do not conform to stereotypes (e.g. calling a man gay, because he does not 'sleep around')

**It is vital that any work to address sexual bullying gives young people an opportunity to discuss whether pornography has an influence on their relationships and experience.**

## SEXTING

Sexting describes sending sexual messages, photos, or videos to someone else. Like with all sexual behaviour, it happens on a continuum – from consensual to abusive. With sexting there may also be additional legal implications relating to the illegal distribution of images (sending or receiving sexual images of anyone under 18 years is against the law). This has contributed to a culture of 'victim-blaming' where children are told not to send images rather than exploring the dynamics and behaviour behind the sending of images and listening to children's experiences. This may also mean that children are less likely to tell someone if a sexting incident has caused distress, or they have been subject to bullying because of sexting. It is therefore vital that staff create an environment where pupils feel safe to share concerns in the knowledge that staff will consider the individual children involved, the circumstances and the most appropriate response.



**"Like in films, always sex. All in your face. And the language they use to describe women and the, you know, the words used to describe stuff to do with sex is really derogatory. People just do not think about it anymore, they just like, desensitised to it. It can be derogatory to both but maybe to women more."**

**"Alters their perceptions of it [sex]. Not real."**

**"Like, if you've never had it [sex] before and you see it on telly and people could end up forcing themselves on a girl or a bloke and not actually realising that's not ok."**

**"You might think that is what real sex is like." [and not understand it is not real]**

Quotes from young people from our focus groups



# PREVENTING SEXUAL BULLYING

Harmful sexual behaviour between children can happen in any environment. In addition to this, children may find it particularly difficult to report sexual bullying because of feelings of embarrassment and shame or fear of repercussions. As educators it is our role to create a safe environment where children understand consent and appropriate behaviour and feel confident that if they share concerns they will be handled discreetly and swift action will be taken.

## KEY PRINCIPLES FOR PREVENTION

1.

### Talk about sexual bullying and harm.

Sexual bullying thrives in a climate of secrecy. Create time and safe spaces to explain sexual development, harmful sexual behaviour and gender inequality in an age and development appropriate way with children and young people. Create opportunities for children to share what is happening inside and outside of school. There may be new trends that you are unaware of. Listen – but be prepared to challenge behaviour that young people may see as 'normal', but you consider to be harmful.

2.

### Train staff.

Make sure your Designated Safeguarding Lead is trained and supported to take a lead in preventing harmful sexual behaviour and bullying. Create time to train all staff in how to identify and respond to incidents and for open discussion. Make sure all staff are consistent in their response – for example, staff feel empowered to challenge sexism and sexual comments.



**“When sex education classes are perceived as useful and informative, and when classes are presented well and include good class discussions, more students talk about unwanted sexual behaviour or report these experiences to school personnel.”<sup>22</sup>**

In discussion with a group of teachers from a mainstream secondary school, teachers raised a problem with students making sexual comments to younger teachers, or newly qualified teachers. One female member of staff reported being on the receiving end of repeated comments and advances from students when she first started teaching. She said she had received no training on how to deal with these comments or advances and had felt like they were just part of the job.

**Anti-Bullying Alliance training for school staff, 2013.**

<sup>22</sup> – Timmerman, M. C (2004) 'Safe schools and sexual harassment: The relationship between school climate and coping with unwanted sexual behaviour', Health Education Journal, 63 (2), 113-126

### 3.

#### Teach consent.

All children and young people, regardless of their age, developmental needs, or disability, need support to understand the importance of respecting another person's body, feelings and physical space, and that if someone says no to them, they must respect this at all times – even if they are in a romantic relationship with this person. Staff must also feel empowered and supported to report behaviour approach that they find uncomfortable or inappropriate.

### 5.

#### Do not allow sexual name-calling or comments.

Be clear that sexual name-calling and comments are not accepted in your school environment and are a form of sexual harassment. Take time to work with children and young people to explain what this means, and the types of words or comments this could include (e.g. swear words, slang words for body parts, sexual innuendo, sexual advances or comments). Challenge all forms of casual sexism that put pressure on children to behave in a particular way, or to have a particular identity.

### 6.

#### Discuss online behaviour.

Talk about sexual harassment online and the challenges and risks of romantic and sexual relationships online. Discuss the pros and cons of sharing sexual messages or images. Be clear what is acceptable within the school environment and in the eyes of the law, and communicate what action you will take if it comes to light that personal messages, images or videos have been shared without consent.

### 4.

#### Teach and model respectful relationships.

Relationships and sex education is now compulsory<sup>23</sup> and provides an opportunity to explore consent as well as challenging all forms of sexism, healthy and respectful relationships and not judging someone else for their experience or preference.

**"We do not believe people suddenly become harassing as adults. This destructive behaviour is learned, and it is learned to a dramatic extent, in our schools."<sup>24</sup>**

**"...if you're on your own and like all your mates are 'pulling', makes you feel pressured. Feel really small. Vulnerable."<sup>25</sup>**

**"Stop it being a taboo. There are things about this that are important to talk about."<sup>26</sup>**

### 7.

#### Be approachable.

Any child may feel hesitant to share concerns about sexual behaviour and bullying. However, children with complex needs and impairments may find it even harder to communicate how they are feeling and what has happened. Make sure they can share with you, or an appropriate member of staff, any worry or concern they may have, and also ask any question with confidence. Be conscious of your own bias and how this may impact your decision making. Do not assume anything and always listen to children.

23 – Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2020) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

24 – Shoop, R. and Hayhow, J. (1994) Sexual Harassment in our schools, Allyn and Bacon, Preface

25 – ABA focus group with young people, 2014

26 – ABA focus group with young people, 2014

## 8.

### **Be alert.**

Be aware of developing relationships between the children and young people that you work with. Look out for any behaviour that could cause concern – for example, any power imbalance within relationships such as age difference and developmental difference. Be aware of 'learnt' sexualised behaviour that seems inappropriate (e.g. does not seem appropriate to the age or development of a child).

**“Why shouldn't disabled young people know about relationships and know that we can have all the same kind of relationships as anyone else?”**

**“People think disabled people are asexual as it is, so they don't talk to you about any relationships, let alone about being or acknowledging that you are LGBT.”<sup>27</sup>**

27 – Young disabled people quotes from an ABA consultation in 2016: <http://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Tackling%20HBT%20bullying%20for%20disabled%20CYP%20and%20those%20with%20SEN%20-%20full%20guide%20-%20FINAL%20Sept15.pdf>

## 9.

### **Communicate with parents and carers.**

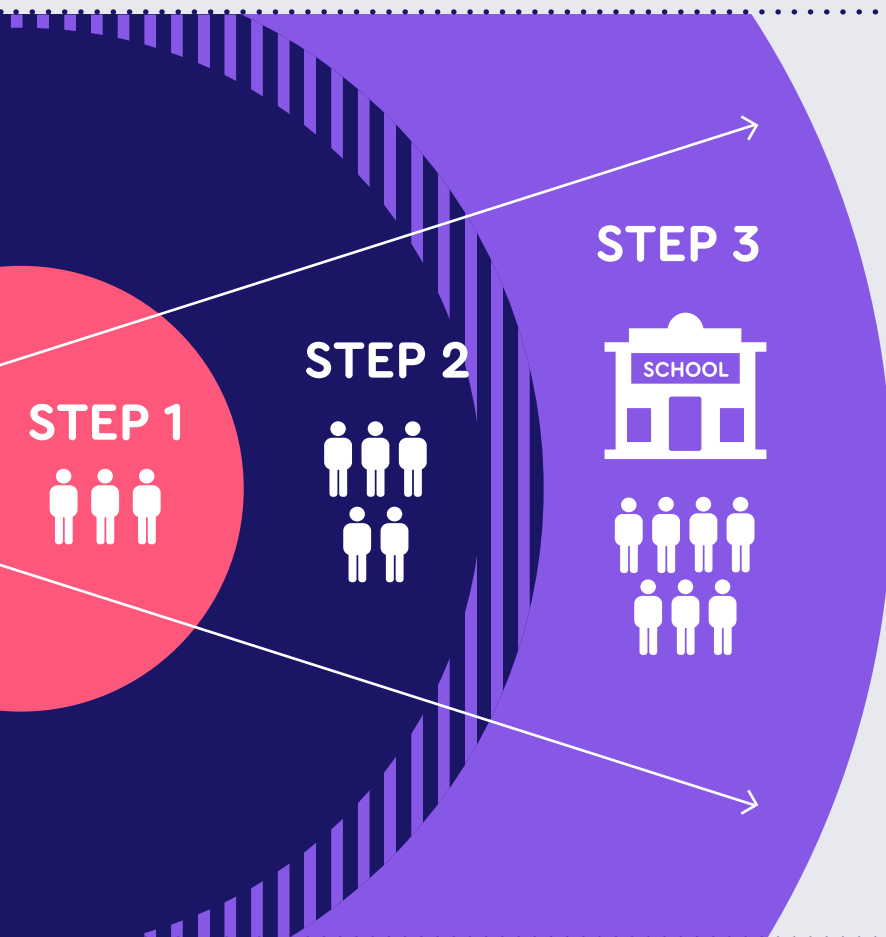
Make sure your anti-bullying policy includes sexual bullying and that you have explained what this includes, and what this means to parents and carers. Create time and space for parents and carers to ask their own questions and share their own concerns about their child's sexual development. Work with parents and carers if you have any concerns about a child's behaviour – do not allow a situation to escalate. Remember that parents and carers might be embarrassed to talk about these issues, there may be cultural barriers or they may be ignorant of their child's own sexual development – discreet and respectful but always put the safety of children first.

### **Key messages from children, disabled children and those with SEN that took part in a focus group on sexual bullying (ABA, 2014)**

- There is little or no teaching, learning or information about sexualised bullying. This makes it difficult to understand and to know what to do if it happens.
- Sexual bullying is on a spectrum and can progress to sexual assault.
- Sex and relationships education is often very poor for disabled students.
- There are a lot of wider pressures that have influenced the increase in sexual bullying (e.g. the way sex is portrayed in films and increased access to pornography). This can influence how young people see and understand sex and make them feel pressured to act in a certain way.

# RESPONDING TO SEXUAL BULLYING

ABA has a three step approach to responding to all bullying incidents:



## STEP 1

### Secure the safety of those involved

- Safeguarding
- Use reporting/recording systems
- Assure CYP (& parents)

## STEP 2

### Stopping the behaviour reoccurring

- Group roles
- Be clear the behaviour needs to stop
- Work with the group

## STEP 3

### Whole school learning

- Reflect back as a school. What has this incident taught us?
- Who needs to be informed of the change? Parents?

## Is this a safeguarding issue?

The first, and most important, thing to consider is 'Do I need to treat this as a safeguarding issue?'. Some types of sexual bullying could be considered to be harmful sexual behaviour, or peer on peer abuse and, if this is the case, you will need to consult with your Designated Safeguarding Lead and your Safeguarding policies.

### Listen and take complaints seriously.

Children and young people frequently report that they are not listened to or believed when they try to report bullying – this is particularly the case for disabled young people and those with SEN. Take every complaint seriously, talk to the young person about action they would like you to take and respect this as far as it allows you to keep the young person safe. Be mindful not to ask leading questions as this could bias the response to a serious incident that may need further escalation.



### Sanction as appropriate but take every opportunity to educate.

The sanctions you take will depend on the nature of the incident, the age and development level of the child or young person involved, and whether this is a repeated incident. While it is important that children recognise that their behaviour has consequences, your response should also include support for all children involved: the target may be fearful of repercussions from the peer group and may need protection and help to rebuild their confidence.

The perpetrator will need support to change their behaviour. You should also consider whether this points to a broader culture of sexual bullying and harm amongst the peer group that needs to be addressed. It is also important to check for any bias that may be influencing your decision. Certain minority ethnic groups are significantly more likely to be excluded for sexual misconduct, suggesting there is a worrying trend of systemic racism that can impact decision making.



### Record and report.

Make a note as soon as an incident has been disclosed to you. Report all incidents to the designated safeguarding lead. Keep a record of incidents. Bullying by its very nature is repetitive and so careful record keeping allows you to identify whether this is a one-off incident, or a pattern of behaviour. It also provides important evidence should you need to sanction a child at a later date or provide information in the event of a further incident or investigation.



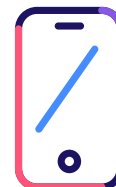
### Confidentiality is vital.

These can be challenging issues for children and young people to share so it is very important that they trust you to keep information private (as far as you are able, according to your safeguarding policy). Be aware of potential repercussions amongst the peer group. Only share on a need to know basis and consider carefully **how and when you share information with parents and carers.**



### Do not forget incidents outside of the school environment.

All headteachers have powers to sanction behaviour outside of school 'to such an extent as is reasonable'. Sexual bullying can also happen online, on the journey to and from school and on school trips and it is vital this is included in your anti-bullying policy.



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# GOVERNMENT GUIDANCE

- **Keeping children safe in education: Statutory guidance for all schools and colleges in England. Includes advice for professionals in the education sector on how best to respond to harmful sexual behaviour.** <https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>
- **Tackling and preventing bullying guidance: Guidance for schools on preventing and responding to bullying.** <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- **Sexual violence and sexual harassment between children in schools and colleges: Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.** <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

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# FURTHER RESOURCES

- **Contextual Safeguarding Network, Beyond Referrals: Addressing Harmful Sexual Behaviours in Schools (2020)** <https://www.csnetwork.org.uk/en/beyond-referrals-multi-agency>
- **Peer on peer abuse toolkit, Farrer & Co (2017)** <https://www.farrer.co.uk/news-and-insights/peer-on-peer-abuse-toolkit/>
- **Sexual behaviours traffic light tool, Brook** <https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>
- **Preventing abuse among children and young people, Stop it Now! (2020)** [https://www.stopitnow.org.uk/wp-content/uploads/2020/02/stop\\_booklets\\_childs\\_play\\_preventing\\_abuse\\_among\\_children\\_and\\_young\\_people01](https://www.stopitnow.org.uk/wp-content/uploads/2020/02/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01)
- **Harmful sexual behaviour framework, NSPCC (2019)** <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>
- **Upskirting: know your rights, gov.uk** <https://www.gov.uk/government/news/upskirting-know-your-rights>
- **Online Sexual Harassment, Childnet** <https://www.childnet.com/parents-and-carers/hot-topics/online-sexual-harassment>



# WHERE TO GO FOR HELP

The following organisations can provide information, advice, and assistance:

- **AGENDA** – promoting positive relationships in schools and communities Free online toolkits to help explore ideas around equality and diversity with children and young people.
- **Anti-Bullying Alliance** – the ABA website has a wealth of information relating to all forms of bullying. Membership of the ABA is open to all schools and gives you access to new information and resources as they become available. The ABA can also offer bespoke training in relation to sexual bullying.
- **Kidscape** – Kidscape provide practical support to children and families impacted by all forms of bullying. This includes online and face to face workshops for children and families as well as a Parent Advice Line. [www.kidscape.org.uk](http://www.kidscape.org.uk)
- **NSPCC** – The NSPCC is a charity that works to end all forms of child cruelty across the UK. Visit their website for information and advice relating to child sexual abuse and sexual bullying. They also have a helpline for anyone that is concerned about a child.
- **Sex Education Forum** – The SEF website has a range of resources to support quality sex and relationships education. Membership of SEF provides current news, information, and advice.
- **Stop it Now!** – Stop it Now! Is a child sexual abuse prevention campaign. Visit their website for range of materials to support your work in this area including leaflets and posters. They also have a helpline for anyone that is concerned about sexual abuse – including sexualised behaviour between children and young people.

The Anti-Bullying Alliance provides free CPD online training courses which include a course covering sexual bullying.

Find out more at [www.anti-bullyingalliance.org.uk/onlinetraining](http://www.anti-bullyingalliance.org.uk/onlinetraining)

