Child-on-Child Abuse Policy

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Committee: Inclusion

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1. Introduction and Rationale

The Governors, Senior Leadership Team, and staff body at JCoSS are committed to the prevention, early identification, and sensitive management of child-on-child abuse both within and, as appropriate, beyond the School.

The School recognises the seriousness and pervasiveness of child-on-child abuse. It should never be passed off as 'banter', 'just having a laugh', or 'part of growing up'. It has serious and long-lasting effects, and schools can play a crucial part in mitigating the harm it causes. Though victims are statistically predominantly women and girls, perpetrators may be of any gender or sexual orientation.

In order to safeguard students, it is our responsibility to:

a) be aware of the nature and level of risk to which students are or may be exposed
b) put in place a clear and comprehensive strategy, taking a 'contextual safeguarding' approach across the school community to child-on-child abuse
c) take steps both to try and prevent it and to respond to it effectively when it occurs

A proactive approach is required: rather than simply reacting to allegations of child-on-child abuse our intention is to mitigate harmful attitudes and actions. This requires a partnership with parents and with other agencies, and a strategic focus on prevention & education, identification, systems for response, and follow-up so that good relations are nurtured and harmful attitudes challenged.

This policy is itself a preventative measure which recognises increasing concern about this issue nationally and defines our strategy for improving prevention, identification and appropriate management of child-on-child abuse.

This policy:

- sets out the School's overarching approach to any issue that could constitute child-on-child abuse
- should be read alongside the School's Safeguarding Policy and other relevant policies including those on Anti-bullying; Acceptable Use of IT; Data Protection; Relationships & Sex Education; and Behaviour for Learning
- will be reviewed at least annually, to ensure that it continually addresses the risks to which students are or may be exposed. Staff and students will be involved in each annual review which will include an assessment of its impact and effectiveness over the previous year.
- is compliant with the statutory guidance on child-on-child abuse as set out in the DfE's Keeping Children Safe in Education 2026
- should be read, as relevant to the concern or allegation, in conjunction with Part Five of KCSIE 2026 (child-on-child sexual violence and sexual harassment), the UKCIS guidance 'Sharing nudes and semi-nudes: advice for education settings' (updated 2024) and any other advice and guidance referred to within them
- should be read in conjunction with Barnet Local Safeguarding Partnerships' Safeguarding Policies and Procedures, and any relevant Practice Guidance issued by them.

2. Understanding Child-on-Child Abuse[1]

(a) What is child-on-child abuse?

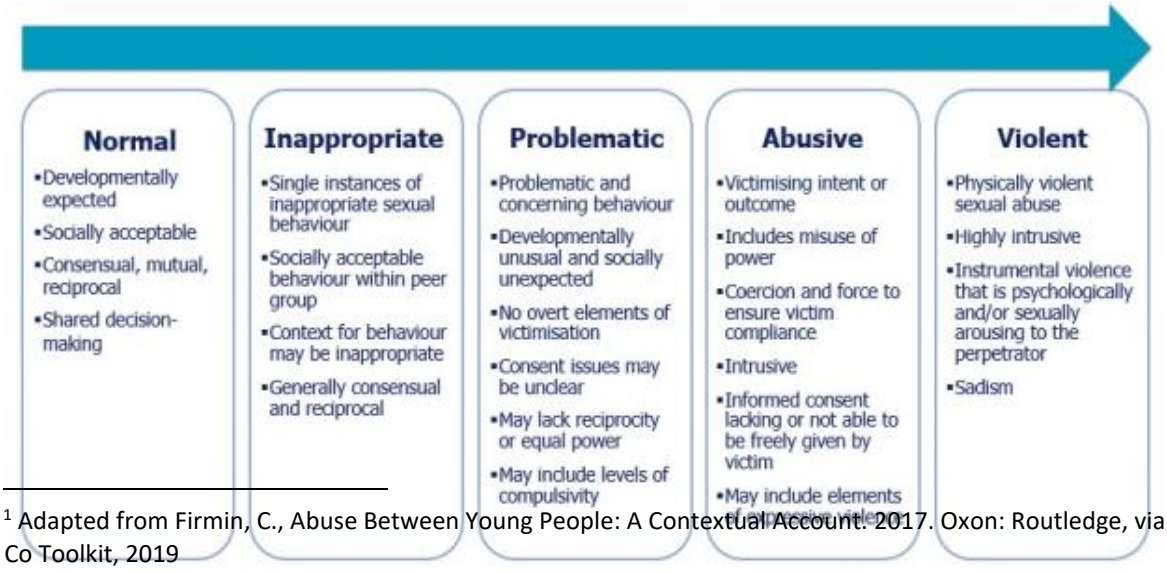
Child-on-child abuse (previously known as 'peer-on-peer abuse') is any form of physical, sexual, emotional or financial abuse or coercive control exercised between children and young people, and within their relationships, friendships and wider peer associations.

- It can take various forms, including serious bullying (including cyber-bullying), domestic violence, child sexual exploitation, youth violence, harmful sexual behaviour, and/or discriminatory or prejudice-based behaviour, including racism, faith-targeted abuse (e.g. antisemitism) and gender-based violence.
- It may take place in face-to-face relationships or online, including making or sharing nudes and semi-nudes (including digitally altered or AI-generated images), abusive messaging, child-on-child grooming, and harassment.
- It is one of the most common forms of abuse affecting children in the UK. Government research[2] suggests that over 40% of girls aged 13-17 in England have experienced sexual coercion, 66% of it committed by someone also aged 17 or under
- The term 'child-on-child' is preferred to 'peer-on-peer' so as to emphasise that both parties are children, and that there may be disparity of ages.

All behaviour takes place on a spectrum. When dealing with reports of child-on-child emotional and/or physical abuse, the School will assess where the alleged behaviour falls on this spectrum and to decide how to respond. Questions include the extent to which the behaviour:

- is socially acceptable, within the peer group and more widely
- involves a single incident or has occurred over a period of time
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, religion or faith, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves misuse of a power imbalance between victim and perpetrator

Simon Hackett proposes a continuum model to show the range of sexual behaviours presented by children and young people. (See appendix for the more detailed Brook Sexual Behaviours Traffic Light Tool.) Harmful sexual behaviour exists on a continuum, from behaviour that is developmentally typical through to problematic, abusive and violent behaviour. Misogynistic (and misandrist) attitudes can normalise harmful sexual behaviour; the School seeks to identify and challenge them early, before behaviour escalates.



Source: Hackett, S, 'Children, young people and sexual violence' in 'Children behaving badly? Exploring peer violence between children and young people', 2010.

[1] Adapted from Firmin, C., Abuse Between Young People: A Contextual Account. 2017. Oxon: Routledge, via Farrer and Co Toolkit, 2019

[2] Review of Sexual Abuse in Schools and Colleges June 2021

(b) Identifying signs of Child-on-child Abuse

All staff should be alert to the well-being of students and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child-on-child abuse. However, the ways children will disclose or behave as a result of their experiences may differ.

- The signs of child-on-child abuse are similar to those in other forms abuse, as set out in the Safeguarding Policy. They include changes in behaviour or mood, as well as signs of physical injury; school staff are, by the nature of their contact with students, well placed to notice these.
- Individual and situational factors can increase a child's vulnerability to abuse by their peers, e.g. after an image of them has been shared, if they are socially isolated from their peers, if they are questioning or exploring their sexuality; sexual orientation, ethnicity, race or religious beliefs may also increase vulnerability
- Children with SEND are *three times more likely to be abused*. There are additional barriers to recognising such abuse, e.g. assuming without further exploration that changes of behaviour, mood and injury relate to a child's needs or disability; they may also have communication difficulties; these children may be disproportionately impacted by behaviours such as bullying and harassment without outwardly showing any signs

(c) Nudes and semi-nudes (including AI-generated imagery)

A specific but common aspect of child-on-child abuse is the sharing of sexual imagery, known variously as 'sexting', 'nudes' or 'dick pics'. In line with KCSIE 2026, this policy uses the term 'making or sharing nudes and semi-nudes', to acknowledge the variety of images and circumstances in which such images are produced, sometimes involving coercion or threat, and to be neutral as to where responsibility lies. Images may be taken by the child themselves or by another person, and may be digitally altered or wholly generated using artificial intelligence (sometimes described as 'deepfakes' or 'deep nudes'). All such incidents, whether consensual or not, require a safeguarding response.

- Creating, keeping and/or sharing sexual photos and videos of under-18s is illegal under the Protection of Children Act 1978 (making and/or distribution) and the Criminal Justice Act 1988 (possession). This includes 'pseudo-photographs', such as digitally altered or AI-generated images.
- This includes children sharing images that they, or another child, have created of themselves; it includes still photos as well as videos, where there is sexual content (although determining whether a photo is 'sexual' may require professional judgement).
- The term does not cover other serious (and usually criminal) instances of the sharing of sexual imagery of children by adults, children sharing adult pornography, children exchanging sexual texts without imagery, children downloading and/or sharing sexual imagery from the internet with other children.

In the commonest instances in school settings

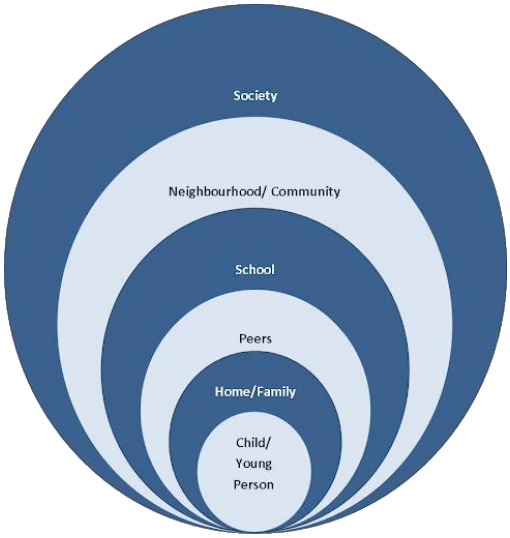
- a student creates and shares with a peer sexual imagery of themselves
- a student shares with a peer or an adult sexual imagery created by another student
- a student is in possession of sexual imagery created by another student

3. A whole school approach

(a) 'Contextual Safeguarding'

The school operates a 'contextual safeguarding' approach. This involves

- recognising that, while occurring between members of a school community, child-on-child abuse will often occur outside the school
- being aware of and seeking to understand the impact that wider social contexts may have on students as illustrated in the diagram
- creating and modelling a safe culture in the School by, for example,
  - ✓ implementing policies and procedures that address child-on-child abuse and harmful attitudes
  - ✓ promoting healthy relationships and attitudes to gender/sexuality
  - ✓ hotspot mapping to identify risky areas in the School
  - ✓ training on potential bias and stereotyped assumptions
- being alert to and monitoring changes in students' behaviour
- contributing to local child protection agendas by, for example, referring concerns about trends and contexts to relevant local agencies



(b) Multi-agency working

Child-on-child abuse can be a complex issue, especially where wider safeguarding concerns exist, and often cannot be fully managed by the School alone – it requires effective partnership working. As necessary and appropriate, the School refers concerns and allegations of child-on-child abuse to parents, Barnet Local Authority, social care, the police and other relevant agencies in accordance with the Local Safeguarding Partnership's procedures.

The School actively engages with the Local Safeguarding Partnership in relation to child-on-child abuse in order to help

- prevent, identify early, and appropriately handle cases of child-on-child abuse
- develop a good awareness and understanding of the different referral pathways that operate in the local area as well as the preventative and support services which exist;
- ensure that students can access services and support they need quickly;
- support and inform the School's response to child-on-child abuse;
- increase the School's awareness and understanding of trends and emerging risks in the community

(c) Preventative Measures

The school actively seeks to address all forms of child-on-child abuse by:

- responding to cases of child-on-child abuse promptly and appropriately
- ensuring that all child-on-child abuse issues are reported to the School's safeguarding team so that they can spot and address trends and identify students in need of additional support.

- frequently and regularly telling students what to do if they witness or experience such abuse, and about the School's approach to such issues, including its zero-tolerance policy towards all forms of child-on-child abuse.
- engaging parents on these issues by means of:
    - information evenings
    - one to one discussions as appropriate
    - engaging parents to help identify what they perceive to be the risks facing their child and how they would like to see the School address those risks
- working with all stakeholders to promote equality and a culture of respect amongst all members of the School community, so that conditions exist in which students can form safe and healthy relationships
- fostering a whole-school culture founded on the idea that every member of our School community is responsible for building and maintaining safe and positive relationships
- educating all Governors, its Senior Leadership Team, staff, students, and parents about this issue. This includes training for all staff and awareness-raising for Governors on the nature, prevalence and effect of child-on-child abuse, and how to prevent, identify, and respond to it.

(d) Educational Measures

The School recognises that teaching about safeguarding in the classroom can help to prevent harm by providing children with skills, attributes and knowledge to help them navigate risks. It seeks to do this by:

- teaching the issues in a way that is inclusive, age appropriate, and provide children with the opportunity to discuss and ask questions
- educating students via PSHCE and the wider curriculum about the nature and prevalence of child-on-child abuse, positive, responsible and safe use of social media, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse
- giving students factual/legal knowledge such as the laws surrounding consent, the definitions of rape, methods of reporting abuse to the school and other authorities, possible steps to remove images from the internet
- reflecting current legislation and police response by focusing on the potential consequences of sharing sexual images without consent, rather than on production of those images per se.
- Avoiding victim blaming or fear-based treatment of nudes and semi-nudes, which may increase the risk that a student who is abused, coerced, or exploited into such behaviour feels that did something wrong and fails to seek help

4. Responding to concerns or allegations of child-on-child abuse

(a) Disclosure

The school may become aware of child-on-child abuse and the sharing of nudes and semi-nudes by:

- A student disclosing their own experience to a member of staff
- A friend or parent reporting to a member of staff on behalf of a student
- A student reporting their belief that abuse has occurred, e.g. when exposed to nudes or semi-nudes as a result of wider distribution
- information gathered incidentally during investigation of other incidents (e.g. images found where a mobile phone has been confiscated)
- information passed to the school through a third party (e.g. police)

All members of staff should report any disclosure of incidents to the DSL team in the same way as for other safeguarding incidents.

Any direct disclosure by a student should be taken very seriously: those who disclose are likely to be embarrassed and worried about the consequences. Disclosure in school may be a last resort, and they may have already tried to resolve the issue themselves.

(b) General principles

All concerns and allegations of child-on-child abuse will be handled sensitively, appropriately and promptly, mindful of the impact this response can have on those involved and the School environment.

The response will:

- include a thorough investigation of the concern or allegation
- be undertaken with full transparency, and take full account throughout of the views of the students affected, in particular any student who has allegedly been abused.
- give as much control as possible to alleged victims over how any investigation will be progressed and how they will be supported.
- treat both alleged victim and alleged perpetrator as being at potential safeguarding risk: while perpetrators may pose a significant risk to others, they may also have unmet needs and be at risk of harm themselves. They may both require Safety plans (see template in Appendix A&B) and may need to be kept apart from each other
- be aware of the complexity of child-on-child abuse and consider the interplay between power, choice and consent.
- Respect and maintain the anonymity of all parties, not least in cases of police involvement
- take into account wider safeguarding concerns for any of those involved (including sociocultural contexts e.g. peer groups within and outside School, family, previous experience of victimisation, online presence) and consider how these may need to be addressed
- keep all parties (and their parents) informed of developments, where appropriate and safe to do so
- ensure appropriate follow-up work is scheduled for all students involved in an allegation of child-on-child abuse, whatever the outcome; this will include an opportunity for those students to reflect on the school's handling of the issues
- include a review of all significant cases to ensure that lessons are learned

(c) The School's response

A member of staff who suspects child-on-child Abuse may have taken place will:

- follow agreed practice for all safeguarding concerns (see Part 2 of the Safeguarding Policy)
- listen to students using open language, demonstrating understanding rather than judgement
- record disclosures and other significant information as quickly as possible
- discuss the concern with a member of the DSL team without delay
- in urgent cases, make their own referral to Social Care and/or police (see Part 2a of the Safeguarding Policy), informing the DSL team as quickly as possible where this is done
- never view, copy, print, share or save a suspected nude or semi-nude image, nor ask a student to send or show it; where a device may hold such an image, confiscate it and pass it to the DSL team (DfE Searching, Screening and Confiscation guidance)

When an allegation has been made, a member of the DSL team will:

- discuss the concern or allegation with the member of staff who has reported it
- assess the nature and seriousness of the alleged behaviour
- take any immediate steps necessary to ensure the safety of students affected. Where a student is at risk of harm, and/or where indecent images may have been shared (see Part 2b of the Safeguarding Policy and the UKCIS guidance), this may include a referral to Social Care and/or Police either immediately or within 24 hours of becoming aware of the alleged behaviour
- consult as necessary with Barnet Social Care, the relevant MASH team and/or other agencies in accordance with the Local Safeguarding Partnership's procedures on a no-names basis (where possible) to determine the most appropriate response.
- consider whether any external specialist support is required.
- Consider the need for a safety plan in respect of students involved in or affected by alleged child-on-child abuse. Principles and a template for such plans can be found in Appendix A

All concerns or allegations will be assessed on a case by case basis, using professional judgment and taking account of the wider context. Courses of action may include:

1. Managing them internally, with help from external specialists where appropriate
2. Reporting alleged criminal behaviour to the police (see below)
3. Undertaking or contributing to an inter-agency 'Early Help' assessment, with targeted services to address the assessed needs of students and their families (e.g. family/parenting programmes, a specialist harmful sexual behaviour team, CAMHS and/or youth offending services.)
4. Referring student(s) to Social Care for statutory assessment.

(d) Involving Police

- Where the school believes a crime has been committed it has a duty to report this to the police. Students will be informed before this step is taken but the duty is absolute. Students do, however, have control over whether they wish to speak to police. The school will ensure that they understand this decision, have time to weigh it up and are supported in doing so.
- Where a student in this situation chooses to speak to police, the school will take steps to ensure that they are supported when giving their account, e.g. giving advance notice of a police interview where possible; offering a preference of 'responsible adult' present for the interview – whether a parent or a member of the DSL team; where the alleged abuse is of a sexual nature, the accompanying safeguarding staff should be of the same gender as the victim.
- A decision to report the sharing of nudes or semi-nudes to the police will take account of the severity of the concerns, the age of the students, the impact on any students involved and

their views, the context of the production and distribution of the image (e.g. whether production and sharing consensual or coerced, volunteered or requested?)

- A report to the police does not necessarily mean that any of those involved will be criminalised. Since January 2016, the police are able to record an "Outcome 21" against a reported crime, meaning it is not in the public interest to pursue a charge. The majority of incidents involving the sharing of nudes and semi-nudes between young people would fall into this category.
- However, in the event of coercion, exploitation, further harm or aggravated behaviours, police involvement may result in criminal charge. The School will communicate with the police to determine awareness of Outcome 21 recording and its appropriateness in any given incident.

(e) School Disciplinary action

Where child-on-child Abuse is found to have taken place, the School will consider what sanctions are appropriate for perpetrators or others involved. This will be in line with the school's Behaviour for Learning Policy, and take account of:

- any police proceedings underway
- any safeguarding concerns affecting victim, perpetrator or others
- all relevant circumstances within school and outside it
- the wishes of the victim
- the aim of ensuring students take responsibility for their behaviour and realise its seriousness
- the need to demonstrate to students (whether directly involved or not) that child-on-child abuse will not be tolerated
- the need to ensure the safety and wellbeing of other students.

The school may impose its full range of sanctions including managed move, suspension or exclusion. Where a student leaves the school, consideration will be given to sharing information with the receiving setting to ensure protection of students in the new school, as well as the students directly involved.

(f) Information sharing, data protection and record keeping

When responding to concerns or allegations of child-on-child abuse, the School will:

- always consider carefully, in consultation with any other agencies involved, how to share information with the student(s) affected, parents, staff, and others
- record the information necessary for the School and other agencies to respond to the concerns or allegations and safeguard everyone involved
- keep a record of the legal purpose for sharing information with any third party and ensure that the third party has agreed to handle the information securely and to only use it for the agreed legal purpose
- act in accordance with its Safeguarding and Data Protection duties, including those set out in Working Together to Safeguard Children (2026), Information Sharing: advice for practitioners (May 2024) and the Data (Use and Access) Act 2025.

Appendix A: Safety plans

In deciding whether a safety plan is appropriate and what form it should take the DSL should consider:

- the extent to which a student may have experienced or otherwise been affected by the alleged behaviour, and the impact on them.
- the importance of early intervention to address and to prevent escalation of inappropriate and/or problematic behaviours
- whether there are any wider safeguarding concerns

If a safety plan is not considered appropriate, the school should still take steps to safeguard and support all students involved and continue to monitor the situation.

In developing a safety plan the school will have regard to Keeping Children Safe in Education (2026), and Working Together to Safeguard Children (2026), and consult with agencies to whom any referral and/or report is necessary.

Safety plans should:

- be proportionate and not stigmatise
- set out relevant information regarding the students involved, including relevant background information
- identify and assess the nature and level of risk posed in all aspects of a student's life including online
- set out the steps and controls that can be put in place to reduce or manage any risk. Issues to address include:
    - how safety will be ensured in and out of the classroom, on transport, and during unstructured or extra-curricular activities. This may involve separating students who present risk from others
    - how those involved/affected by the alleged behaviour are supported, e.g. identifying trusted members of staff with whom they can speak
    - how to manage the students' behaviour (e.g. via de-escalation plans, identifying language to use or avoid; positive handling plan, etc)
    - whether restorative action would be appropriate and, if so, how
    - whether any targeted interventions are needed to address underlying attitudes or behaviours
- assess any risks faced by the wider school community and identify steps that the school can take to mitigate them. This may include:
    - consideration of how to support any students who know about or are affected by the alleged behaviour, or who may be required to participate in any investigation(s)
    - consideration of work that can be undertaken with the wider staff or student population to help to protect children against child-on-child abuse in the future.
- set out steps needed to implement the safety plan, including what information should be shared with relevant staff members
- be reviewed at regular intervals, or if there is a change in perceived risks or circumstances. Where risks increase of there are further incidents, contact will be made with relevant agencies.

Appendix B: Safety Plan template

SAFETY PLAN FOR: …….. Date:……

MUST BE COMPLETED BY A MEMBER OF THE SAFEGUARDING TEAM AND ONE OTHER COLLEAGUE WHO WAS INVOLVED IN RESPONDING TO THE INITIAL INCIDENT: Staff 1 (S.G. Team):…….. Staff 2:……..

Alleged victim(s) (name, year group D.O.B)	
Child alleged to have caused harm (name, year group, D.O.B)	
Date of incident	
Location/Time of incident	
Nature of Incident	

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF)	SEVERITY OF INCIDENT (Very Serious/Dangerous, Offensive/Upsetting) – Consider feelings of the person reporting and the person being reported.	RISK LEVEL (HIGH, MEDIUM OR LOW) – state why. Consider both severity and likelihood of repeat occurrence.	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (H/M/L)
What is the incident? Who was involved? Where did it happen					
Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc etc. As such has this been referred to the police? What mitigating/aggravating factors were there?					
Is it necessary to limit contact between the children involved? Refer to KCSIE 2026, Part Five (child-on-child sexual violence and sexual harassment).					
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?					

Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)? Is anyone at risk of mental harm (e.g. trauma or guilt)?					
Do they share classes? Do they share break times? Do they share peer/friendship groups?					
Do they share transport to/from school?					
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited?					
Is there a risk of harm from social media and gossip?					

After-care and follow up **TO BE CALENDARISED IN STAFF DIARIES AT THE TIME OF COMPLETION**:

Check-in number and date.	Questions (to be explored in context of the above plan)	Severity	Risk	Action
1:				
2:				
3:				

Further action taken by the school: Please complete for each child involved.

Action	**YES/NO**	**Date**
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

Appendix C: Brook Sexual Behaviours Traffic Light Tool

SEXUAL BEHAVIOURS TRAFFIC LIGHT TOOL

brook

www.brook.org.uk

Behaviours: age 9 to 13

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

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation,consensual activities and positive choices

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may 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

What can you do?

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

What can you do?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Green behaviours

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

Amber behaviours

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

Red behaviours

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

Behaviours: age 13 to 17

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

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation,consensual activities and positive choices

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may 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

What can you do?

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

What can you do?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex