

Appendix

Strategies for Managing Concerning or Harmful Sexual Behaviour

Masturbation

John is 14 and frequently touches his penis in the classroom. He becomes angry, embarrassed and upset if the teacher says anything in front of the class.

Strategies

- Record when it is happening. Where? How frequently? Are there triggers/patterns/ habits?
- Ask John why he is masturbating. Think of other possibilities. Is it boredom? Attention seeking? Comfort? A doctor could check his medication (medication can affect erection/ejaculation/ orgasm leading to frustration) and also ensure there is no infection to the penis. Check his washing routine - personal hygiene may be the reason for an infection (allergy to soap etc).
- Help John to understand that it is ok for him to touch his penis, but only in a private place.
- Instead of saying something in front of the class, and causing embarrassment, use a subtle sign/signal for John if he touches himself which means 'stop'. (Tap on the desk, point to an object, hold up a sign, make a gesture).
- Assess Need - carry out a Good Lives Model checklist.
- Talk to John's parents/carers. Does he does this in public at home? Does he can have private time at home to masturbate (e,g bedroom). If he is being allowed to touch himself at home in a public room, he must be redirected to his bedroom. John then has a consistent message at home and school.
- Explain to John that he can not do this in the classroom and why.
- Use a social story.
 - Sometimes when I am in school I want to touch or rub my penis.
 - It is not okay to touch my penis in school.
 - School is a public place.
 - When I am in school I must remember not to touch or rub my penis.
 - If I want to touch my penis I can do this in a private place.
 - My bedroom is a private place.
 - I can go into my bedroom when I am at home.
 - I must shut my curtains so that nobody can see me.
 - I can touch and rub my penis in my bedroom.
 - Afterwards I must wash my hands.
- Parent/carer could have a 'do not disturb' sign for John to use when he wants time alone.
- Use photographs of his bedroom and bathroom to re-inforce private areas.
- Teach about public and private in Relationships, Sexual Health & Parenthood Education - include public/private places and private parts of the body.

- Teach the class about 'when can we touch the private parts of our body?' (bathing, checking for lumps and bumps, masturbation).
- Include masturbation as a topic within 'puberty' - reinforcing that masturbation is natural and a part of growing up.
- Explain about the Law and the repercussions of masturbating in public.
- Help John to understand how other people might feel about him touching himself in public (embarrassed etc.).
- Introduce re-direction. For example, give John a soft ball to squeeze when he feels he wants to touch himself.
- Ask parents/carers to use the same sign/signal at home if John masturbates in a public room.
- If frequent rubbing (with hand, or rubbing up against objects) is causing soreness, look at safer alternatives. Condoms and lubricant can help, vibrating cushions to rub up against, other softer materials.
- Speech and Language Therapy can identify communication techniques if teachers and parents need assistance to convey messages/learning to John.
- Occupational Therapy can offer techniques such as deep massage (arms, legs etc.) to take John's attention away from masturbating and help him relax. They can also advise on sensory toys.

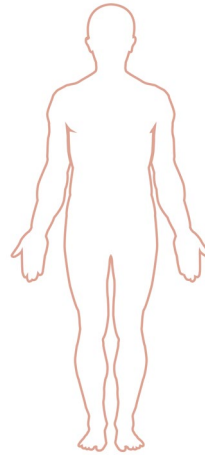
Touching private body parts

Helen is 12 years old and is in a wheelchair. When female teachers stand close to Helen, she often reaches up to touch their breasts. She has also tried to put the teacher's hand on to her own breast.

Strategies

- Record when this happens. Who does it involve? Are there any triggers or patterns emerging?
- Talk to Helen. Why is Helen doing this? Is she copying behaviour? Is this linked to abuse? Is it attention seeking? Is she looking for a certain response by her behaviour? Is it curiosity?
- Talk to her parents. Does she do this at home? Does she have privacy at home to look at and to explore her own body?
- Assess need. Carry out a Good Lives Model checklist.
- Develop a consistent response from staff. 'You shouldn't touch other people's breasts. Breasts are private body parts'. Ensure all staff do this and do not dismiss it as 'accidental'.
- Teach about public and private parts of the body in RSHP.
- Teach about touching and private touching using a body outline.

'Is it OK to touch someone here? Or here?'



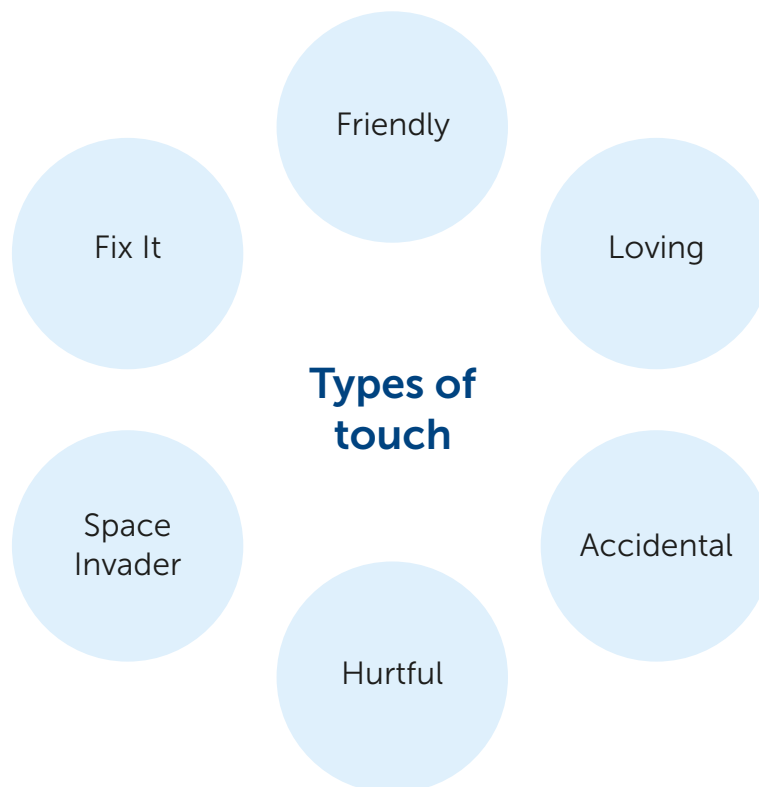
- Develop a social story.
- Ask parents to discuss body parts and private body parts with Helen at bedtime and bath time.
- Help Helen to understand how other people might feel about being touched (upset, angry, embarrassed).
- Discuss the Law and repercussions of touching other people and other people touching you.
- Adopt guidelines in school for handling and intimate care in order to model good touch/bad touch - e.g. staff helping with Helen with sanitary protection/keeping clean. Explain situation, ask permission, use gloves, keep door closed for privacy.
- Set a good example - look at lifting and handling techniques - avoid touching private body parts e.g. breasts when lifting underarm.

Unwanted hugs and kisses/personal boundaries

Penny is nine years old. She can be very affectionate. This includes hugging and kissing and sitting on people's knees. Some staff like to give hugs back, but others are worried that this gives the wrong impression. She also hugs students and some parents have now complained.

Strategies

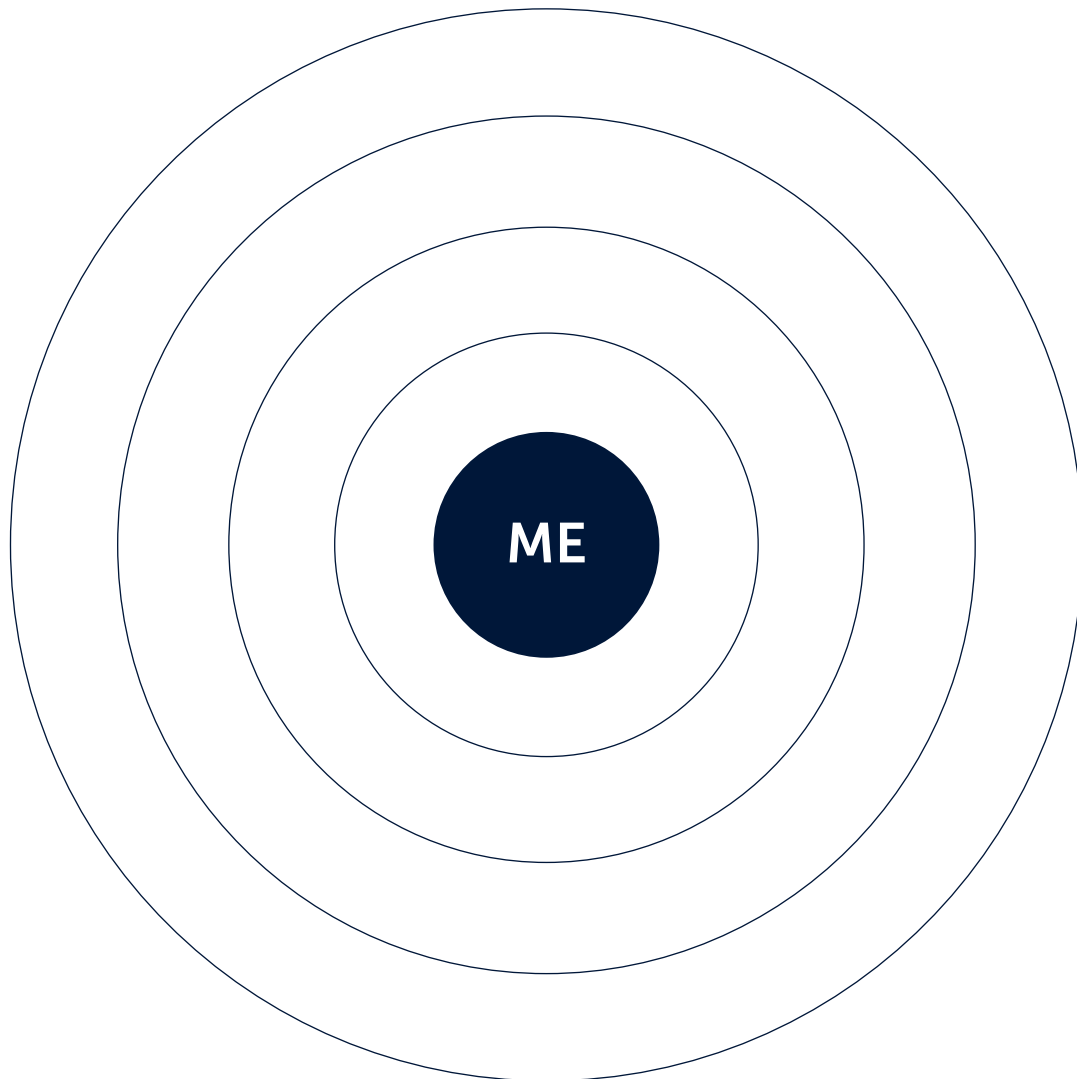
- Why does Penny do this? What is her explanation? Can she get this feeling of security from something else?
- Carry out a Good Lives Model checklist.
- Develop school guidelines/agreement about acceptable personal contact for all staff to follow.
- Introduce 'acceptable touches' in school e.g. handshake.
- Talk to parents about how she behaves at home (does she hug strangers?).
- Teach Penny and her class about different types of touch and boundaries in RSHP.



- Explore with the class how it might feel to be hugged when you don't want to be. Use role play to practise saying 'no'. The class will learn about boundaries and also about assertiveness and keeping themselves safe.

Use the Circle of Friendship model to identify - 'Who can I touch?'

- Penny writes her name (or 'me') in the centre and then the names of her closest family and friends in the next circle. Then the names of people she knows well, but are not as close (teachers, support staff, neighbours). The last circle will be people she might say hello or wave to - the postman, the bus driver etc.
- This can be used to discuss 'who can I touch?' 'who can touch me?' and 'who can I talk to about... (Sex? My period? Growing up?)'.
- Explain the Law and possible repercussions of hugging/kissing etc. with strangers or people who do not want that level of intimacy.
- Have a sign or signal ready and a response for when Penny demonstrates that behaviour; 'Penny, that's not okay. Hugs are for (your mum). We shake hands in school'.



Language

Thomas has started to use sexually explicit words in the classroom. He is 12 years old and may have picked this up from his older brother. He enjoys shocking other pupils and recently started asking the girls about their 'pussies'.

Strategies

- Record exactly what Thomas says, when and who to. Is there a pattern emerging? Are there triggers?
- Talk to Thomas. Why is Thomas doing this? Does he need attention? Can he get this from something else?
- Carry out a Good Lives Model checklist.
- Talk to Thomas about his language. Explain that he can't use those words in school.
- Ask him to write all the words down. Where has he learned these words? Does he know the meaning of them? (He could simply be copying something he heard).
- Teach about private body parts and their correct names in RSHP.
- Do a language exercise with the class:

- On 3 pieces of flipchart write Male sexual parts, Female sexual parts and Sexual activity. In groups, students have 3 minutes to write down as many words they know, then the flipchart is swapped until all students have written on all 3 flipcharts.
- Display the flipchart and discuss different words.
- Agree which words are acceptable/not acceptable and in what context (with your friends/in school/with your parent/with a doctor...).
- Discuss why certain words may be offensive.
- If a student uses a word that is not an agreed word, or out of context, remind the class.

- Have a set response if an offensive word is used. 'It is not okay to use that word in school. I want you to apologise to the class'.
- Talk to parents about Thomas' use of language. Ask parent/carer to adopt the same response if he uses offensive language at home.
- Consider restorative practice if offensive language continues to be directed at certain children/young people.
- Talk to parents if concerned. Is he using this language at home? Could he be picking it up from pornography? If so, can they put parental controls on? Remember that it is usual to be curious about sex at this age - he just needs age and stage appropriate information instead (such as RSHP).

Pornography

Brian is 13 and brought a pornographic magazine in to school to show his friends. A teacher confiscated it but was not unduly concerned. There are now rumours that he has explicit images on his mobile phone. Last week a teacher caught Brian sneaking in to the girls changing room trying to take pictures of them naked.

Strategies

- Talk to Brian to find out if this is true. Tell Brian he must delete the images at once if he has not already done so. Staff should NOT view the material unless absolutely necessary.
- Think about why Brian is looking at these images. It is natural for someone his age to be curious about sex. But could there be a healthier way to explore this area of interest? Such as RSHP?
- Find out where Brian got the magazine.
- Talk to Brian about the images on his phone. Explain that taking and sharing images (sexting) is against the law.
- Talk to Brian's parents - how is he accessing this material via his phone? What about his home computer?
- Explain to Brian about the Law and consequences around pornography and sharing explicit images.
- Invite the Police to talk to the class about internet safety.
- Look at staff training to increase own knowledge of the internet.
- Teach RSHP to the class, including pornography, sexual images, male and female stereotypes, how men and women are presented in the media.
- Teach the class about positive relationships in RSHPE.

Intimate behaviour

Simon and Carl, both 15, have been found in the changing rooms together with their trousers and underwear down. They were standing close to each other but jumped apart when the teacher came in.

The teacher was embarrassed and wasn't sure what to do. He did note, however, that although both boys have some additional support needs, neither looked unhappy to be there and there seemed no obvious sign of coercion.

No other incidents have been reported but there are rumours that they are a couple and other students have been calling them 'gayboy'.

Strategies

- Adopt a response 'It's not okay to behave like that in school. School is a public place. Get dressed properly and go back to class'.
- Write down exactly what was seen and said.
- Talk to the boys about the situation. Try and establish what was happening. Ensure that neither of the boys seem to have been coerced.
- Explain that behaviour like that is not acceptable in school.
- Find out why Simon and Carl behaved in that way.
- Are they simply curious about private body parts? Has this been taught already in RSHP?
- Do they want to have a relationship? Do they have access to meeting other boys or girls? Is the changing room the only privacy they have? Carry out a Good Lives Model checklist for a holistic view of support needed.
- Teach about boyfriends and girlfriends in RSHP education and include same sex relationships. For example:
 - What relationship could these 2 people have?
 - What kind of things might they do together?
- Reinforce that 2 boys (as well as 2 girls, or a boy & a girl) can have a relationship, but sex is illegal under 16 and sexual behaviour can only be done in a private place.
- Talk to parents about their son's opportunities for social activities/meeting people. Can school help with this?
- Ensure the school has a policy on LGBT and that all staff are aware of this.
- Agree on 'acceptable language' to be used in school. The use of 'gayboy' could be sexual or homophobic. It may be copycat language with no intended meaning, but it is still offensive and unacceptable. Ensure that all staff respond to the use of unacceptable language.

- Do not assume that Simon or Carl are gay. They may, or may not be. They may not be sure. They might not want to label themselves as having any particular sexual orientation at the moment.
- It is important that staff do not (intentionally or unintentionally) 'out' them as gay to parents, other colleagues, students or anyone else.
- Being gay is not something that Simon or Carl needs to talk about, or decide upon now. Or ever, if they choose. However, it may be useful to get information and advice from LGBT Youth or LGBT Health. They support professionals, parents and carers and adults/young people.
- Remember that having a learning disability does not exclude someone from having relationships. Even if a person cannot consent to sex, they can still consent to intimacy and love.

Stalking/unwanted attention

Jamie is 15 and on the autistic spectrum. He has recently becomes fixated on Louise. He stares at her during class, follows her around school and has now began turning up outside her house. Louise does not have the same feelings for Jamie and is becoming increasingly anxious about his behaviour.

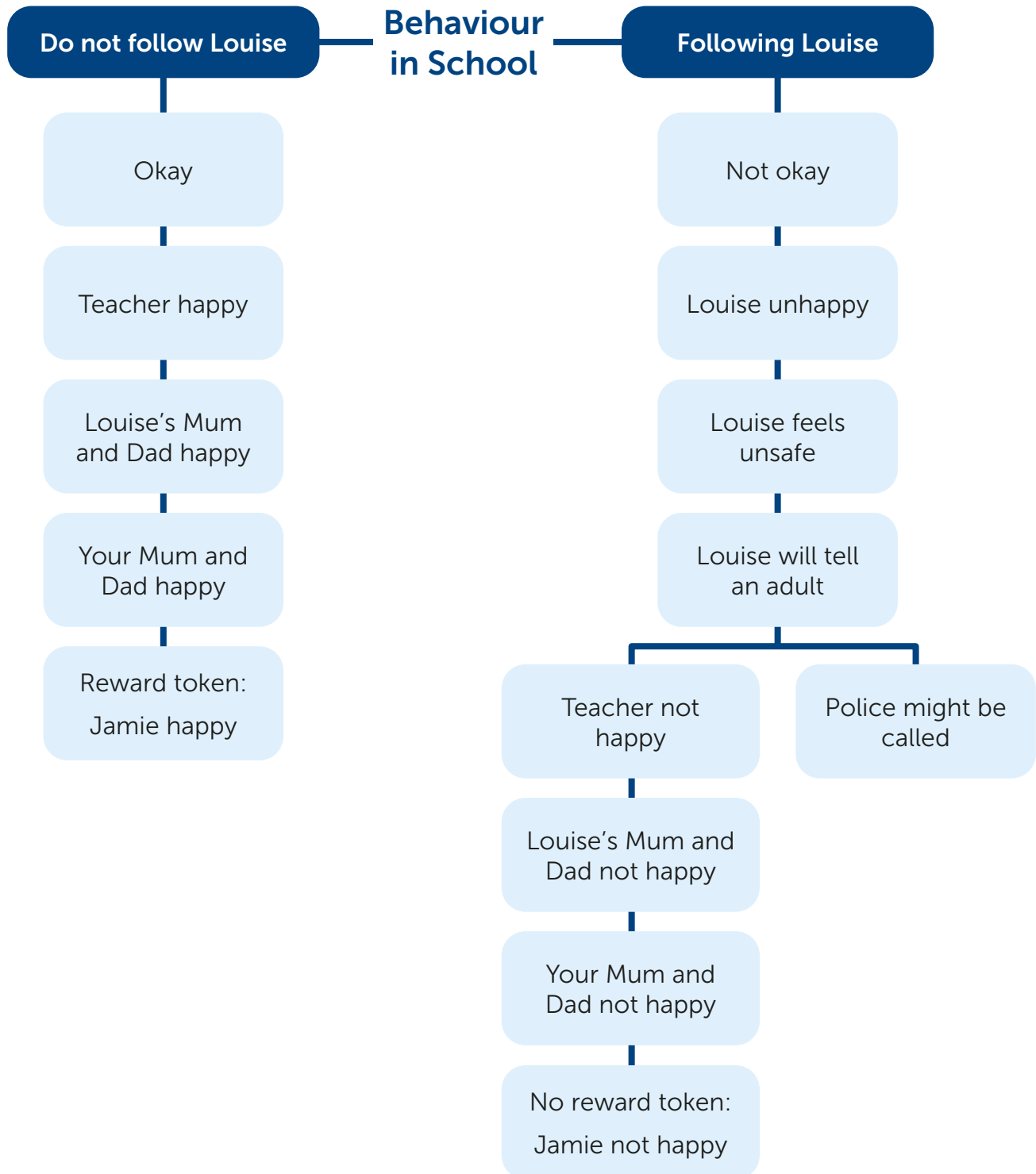
Strategies

- Talk to Jamie. Why is Jamie behaving this way? Does he want a girlfriend? Does he have the opportunity to meet other girls? Carry out a Good Lives Model checklist.
- Ask Jamie to write down how he feels about Louise. He can draw a picture of himself with different thought bubbles. Ask Jamie to write down what Louise may be feeling. Try to develop a sense of empathy.
- Keep in mind that Jamie's thoughts and feeling are natural and healthy. It is perfectly age-appropriate for him to have a crush on someone/fancy them.
- The problem is the way in which his thoughts and feelings manifest themselves.
- Help Jamie to understand that it is OK to fancy someone, but there better ways to show someone that you like them. (You can ask them out, for example).
- Put in practical arrangements for example sitting apart/away from view in class. Put in place activities after school so that Jamie can not follow Louise home.
- Develop a consistent response from teachers, Louise, Jamie's parents and Louise's parents to address his behaviour and reinforce the message. 'It's not okay to follow Louise around. It makes her uncomfortable. Now go... (home/back to class)'.
- Use diversionary tactics/activities.
- Teach Jamie and the class about boyfriends and girlfriends in Relationships, Sexual Health & Parenthood Education. This should include where to meet, what to say, chat-up-lines, appropriate behaviour.
- Teach the class about positive relationships in RSHP.
- Roleplay 'acceptable behaviour' with friends/boyfriends/girlfriends.
- Explain about the Law on unwanted attention.

Flowchart

Use a flowchart to map out behaviour and consequences.

Add a reward token if the child or young person responds to this:



Sexual bullying

Sylvia is 14 and Richard is 16. When a teacher found Sylvia crying in the corridor, she told the teacher that Richard had pushed her against the lockers and tried to pull her skirt up. He hadn't succeeded but Sylvia was frightened. Richard has been aggressive with other boys lately too.

Strategies

- Talk to Richard and tell him what you have heard.
- Find out why Richard behaved like that. Was Sylvia targeted intentionally or was it a random attack? Record Richard's and Sylvia's version of events.
- Talk to Richard's parents about his behaviour at home. Is he displaying anything similar outside of school? Could a Good Lives Model checklist help to identify his wider needs?
- What about his other aggressive behaviour? Follow your school's Behaviour Policy guidelines.
- Support Sylvia. Develop a response for her to say if Richard approaches her again and a teacher she can go to for support.
- Work with Richard to help him understand how Sylvia is feeling, and other boys he has been aggressive with.
- Consider restorative practice.
- Consider anger management.
- Explain to Richard about the Law and consequences of assault and sexual assault and touching someone under the age of 16.
- Help Richard to explore his feelings through emotional literacy. Develop coping strategies, identify triggers.
- Look at short term practical arrangements if necessary - working away from other pupils, being escorted to class.
- Introduce behaviour targets and praise positive behaviour. Duplicate this work at home if required.
- Cover a range of topics as a class in Relationships, Sexual Health & Parenthood Education - including emotions, puberty (hormonal changes to how we feel), assertiveness, keeping safe, friendships and relationships, respect and responsibility, abuse, gender based violence, sex and the Law.
- Look at whole-school initiatives regarding gender based violence such as MVP, 16 days of action, White Ribbon.

Disclosure and sexual abuse

Tilly, a 10 year old girl, was sexually abused as a young child. She sometimes discloses information about her sexual abuse and uses sexually explicit language at inappropriate times. Tilly's parents are concerned that involving Tilly in Relationships, Sexual Health and Parenthood Education classes will only encourage her and increase the risk of her displaying this sexualised behaviour.

Strategies

- Develop a strategy for dealing with her inappropriate language/disclosures at inappropriate times. All teachers and parents agree on a response e.g. "That language is not appropriate to use in school Tilly. I don't want to hear it again". "That's a private topic for a private conversation Tilly, not something to share in class. Come and have a chat with me after please".
- Record when and where these incidents occur. See if there are any patterns or triggers. Tilly may deliberately choose to behave in this way with a particular teacher, or in a particular class.
- Do not assume that all bad behaviour is related to the sexual abuse.
- Separate the issues which need addressing. One is her use of language at inappropriate times. Two is ensuring that the RSHP programme is suitable for and of benefit to Tilly.
- Consider the needs of the child as paramount (GIRFEC approach). Tilly is more in need than most other children to learn about positive relationships, respect and consent. RSHP Education can teach her that other, better relationships exist and challenge her negative experiences.
- Talk to her parents about the benefits of RSHP. They should meet with the Headteacher to discuss concerns and to look at any resources before consider withdrawing Tilly from RSHP. Singling a child out 'for withdrawal' can attract more unwanted attention and make them feel 'more different'.
- Withdrawing a child who has been abused also sends a message that says 'Something bad has already happened to you. There's no point giving you this education. It's too late for you. The damage is done'.
- As Tilly is ten years old, speak to her about how she feels about being involved in the RSHP programme. The Voice of the Child is essential.
- Let Tilly and her parents view the resources in advance so they have time to ask any questions and know what lies ahead.
- Remember that withdrawing Tilly from RSHP Education (an age and stage appropriate curriculum) probably means that she will get 'second hand' information in the playground instead and from other less suitable sources.
- Consider if Tilly also needs one-to-one work as well as RSHP classes, or support from outside agencies for counselling.

- Do not assume that Tilly (or any other child) will disclose during RSHP Education. Most children disclose to one person in a private situation where they feel comfortable. Provide Tilly, and all students, the opportunity to confide in a teacher if they wish to do so.
- Ensure that Tilly, and all students, know who they can talk to and who can help.
- Make sure your RSHP curriculum meets the needs of all the students in the school, especially those with additional support needs. Disabled children are three times more likely to be victims of sexual abuse, especially if they have difficulties with speech or language.
- Look at the content of the RSHP curriculum to ensure that it includes healthy behaviours and relationships and aspects of abuse, in line with the Health and Wellbeing outcomes and experiences. Primary school learning outcomes include:
 - I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this - HWB HWB 0-49a/HWB 1-49a.
 - I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it - HWB 2-49a.

Cross dressing

Terry is 14 and lives with his parents and his older sister. His parents are concerned since they discovered that he was stealing his sister's underwear so that he can wear it himself. He only wears the underwear in private in his bedroom. They have asked the school for help as they worry he may be transgender.

Strategies

- Although Terry's behaviour is primarily a concern outwith school, it would be good practice to support parents with this. There will be topics within Relationships, Sexual Health and Parenthood Education taught in school which the parents can replicate at home.
- Collect and record the facts. When is he cross-dressing? When does he have access to private time? Where is he stealing the underwear from? When? Is the underwear he chooses clean, soiled or a mixture of both?
- Break the situation down so that you can all see the issues and any concerns:
 1. Terry is cross-dressing in a private place. He knows the difference between public and private which is good.
 2. Terry is stealing his sister's underwear. This is a problem.
 3. Apart from stealing, Terry is doing nothing wrong and harming nobody else.
 4. Terry may be transgender and, if so, may need support. This is something we can talk to him about over time.
- Have a trusted adult speak to Terry. Be clear what you want to say first and what you are trying to achieve. The main issues are:
 - He should not be stealing his sister's underwear.
 - Making sure he is happy and ok. Reassuring him he has done nothing wrong by cross-dressing. Letting him know that you will support him if he wants to talk about it.
- If Terry is choosing clean underwear (or a mixture) the issue of stealing can be readily solved by allowing Terry to have his own supply of underwear. He may need support to buy these. Be aware that he may want new ones on regular occasions. Unless his needs are met, he will continue to steal if this is his only option.
- If Terry is choosing only soiled underwear, find out why. It may be a sensory choice. Or it may be that unclean underwear is his only option (e.g. his only access might be the laundry basket).
- Some people do have sexual fetishes around smells and odours. Again, this is something usually kept private and - if it involves clothing or footwear from another person - it is normally with their consent. If it is done without their consent, they may be upset, angry, disgusted. If Terry's actions involves this fetish, he would need to understand about privacy and, more importantly, how his actions and behaviour may affect another person.

- Terry should understand that cross-dressing does not mean that he is Transgender or that he is gay. Men who are happy being male and heterosexual may also cross-dress.
- If Terry chooses to explore being Transgender, reassure him that nothing would happen until he was sure of what he wanted. Transitioning is a thorough and lengthy process and not something anyone is hurried in to.
- Being Transgender is not something that Terry needs to talk about, or decide upon now. Or ever, if he chooses. However, it may be useful to get information and advice from LGBT Youth, LGBT Health and Scottish Transgender Alliance. They support professionals, parents and carers and adults/ young people.



Sexually explicit behaviour

Phoebe, an 11 year old girl, has been approaching boys at school asking to see their penis and offering to have sex with them. As Phoebe has additional support needs, staff are unsure if she is aware of what she is doing and of the risks.

Strategies

- Talk to Phoebe as soon as possible. Assess her knowledge and understanding. Find out what her own version and understanding of the situation is. For example:
 - Is she acting out a possible scenario of abuse she has seen or been exposed to?
 - Is she repeating/acting out a scene from a pornographic video she has been watching/forced to watch? (These are Child Protection concerns).
 - Has she been dared to do it by other children?
 - Does she want to see what a penis looks like because she's a girl and has never seen one? Is she just curious about puberty and boys bodies? If so, she may just be desperately in need of some Relationships, Sexual Health and Parenthood Education (RSHPE).
 - Does she know what she means by 'Do you want to have sex?' Could it be that her understanding of 'sex' is kissing or cuddling?
 - Could she just want boys to like her and be her 'boyfriend'? If her understanding of what 'boyfriends and girlfriends do' is based on 'sex', maybe that's what she assumes she has to offer. (Especially if she doesn't understand what it is).
- Phoebe may just need to be given more RSHPE. Remember that children are more vulnerable to abuse and exploitation if they have little or no knowledge or education.
- Prioritise Phoebe's learning of body parts, puberty, gender, how babies are made, relationships/boyfriends/girlfriends, Sex and the Law. Without this information, Phoebe may approach the wrong person and put herself in a very vulnerable situation.
- Phoebe's use of inappropriate language also needs to be addressed. Develop a strategy for dealing with her inappropriate language. All teachers and parents agree on a response e.g. "That language is not appropriate to use in school Phoebe. I don't want to hear it again. Come and have a chat with me after please".
- Record when and where these incidents occur. See if there are any patterns or triggers. Phoebe may deliberately choose to behave in this way with particular students or in a particular class in order to gain attention, get out of lessons, embarrass a teacher, make her peers laugh.

On-line grooming

Greg is 15 and likes to spend a lot of time on Facebook. Greg tells his friend Emily that he has met a boy online who is also 15 and wants to meet him. His name is Peter and he has already dared Greg to take his clothes off in front of the webcam, but Greg hasn't had the guts to do it yet. Emily is concerned and tells a teacher.

Strategies

- Speak to Greg as soon as possible about the boy he has met online. Get his side of the story.
- Outline the different scenario's and risks:
 - Peter could be 15 and he might just be larking around. But taking your clothes off in front of a webcam is potentially dangerous as it can be shared and used against you for money or other forms of exploitation.
 - Peter may not be who he says he is. Talk to Greg about the dangers of going to meet with someone who you don't know. Be honest and help him to identify what the actual risks might be: e.g. murdered, raped, assaulted, kidnapped.
- Think of ways of making a situation safer. Even if Peter is a real 15 year old boy who he wants to meet, he should:
 - Tell his parents/carers or a trusted adult who he is meeting and where he is going, arrange to meet in a public place and take a friend along, take his phone and some money.
- Ensure that Greg and all the other students are taught about Healthy Relationships, including same-sex relationships.
- Also teach about Online Safety, Sexting, Grooming, Sexual Abuse and Sexual Exploitation in Relationships, Sexual Health & Parenthood Education (alongside Healthy Relationships, Intimacy, Sex, Consent, The Law).
- Greg may be meeting boys online for friendships or relationships because he has no other opportunity to meet them. Make Greg aware of support and social groups and 'safer places' to meet others.
- Remind Greg he can report the incident (of being asked to strip for the webcam) to the Police, Social services, Child Protection co-ordinator in school, through the Thinkuknow website etc.
- Speak to Greg about support at home from his parents. It would be helpful for parents/ carers to know who Greg is talking to online so they can help top protect him. However, bear in mind that Greg - if he is gay - might not have 'come out' to his family as yet.

Child sexual exploitation

Daisy is 14 and has a mild learning disability. Although she attends mainstream school, she doesn't appear to have many friends. Recently, however, a teacher has noticed that she is regularly being picked up outside school by an older man in a car.

The teacher has spoken to Daisy about this and she says it is her boyfriend. The teacher is quite concerned but Daisy says she is happy and loves him.

Strategies

- Report this as a Child Protection concern.
- Speak to Daisy about her relationship. Record her story. What is the age gap? Where did they meet? What kind of relationship is it? Do her parents/carers know?
- Be aware that Daisy may not disclose anything (for a number of reasons including being afraid to tell someone, or that she thinks she is happy and in love). Even so, there can still be an investigation.
- Complete a vulnerability checklist. The fact that Daisy has a learning disability already increases her vulnerability to Child Sexual Exploitation. Are there other risk factors?
 - http://www.stirling.gov.uk/_documents/temporary-uploads/social-services/social-service-docs/forth-valley-cse-risk-matrix.pdf
- Make all school staff aware of the risks. Be vigilant to the situation. Make a note of the car registration, dates and times of pick-ups and any description.
- Daisy may not realise she is being exploited. Teach Daisy (and all other students) about Healthy Relationships, Consent, Abuse, Exploitation and The Law within Relationships, Sexual Health & Parenthood Education.
- Carry out a Good Lives Model checklist. It may be that Daisy is at more risk of being exploited because she is unfulfilled in other areas of her life. For example, if she has few opportunities to socialise and meet friends or boyfriends/ girlfriends, she is much more vulnerable to CSE and grooming.

Sexting

Emma (age 15) has confided in her guidance teacher that her ex-boyfriend, Zac, (also 15), has an image on his phone of her topless.

He asked her for it months ago, when they were going out, and she agreed to send it to him. Since they broke up she has asked him to delete it and he said he 'might do'. She is worried he will share it with his friends as revenge.

Strategies

- Speak to the lead for Child Protection in school.
- This member of staff should then speak to both Emma and to Zac to get their sides of the story.
- Reassure Emma that the school take this very seriously and will support her.
- Find out from Zac - has he deleted the image? Does he know the consequences of keeping that image? Or the consequences of sharing that image?
- Zac should delete the image immediately if he has not done so already. Staff should NOT view the image unless absolutely necessary.
- If the image is deleted and not been shared, the school may choose to deal with the incident in a number of ways:
 - Educating Zac and Emma and the whole school on sexting (this can be done through RSHPE), asking the school police officer to come in to classes and speak to the children about Sexting and the Law, providing advice and guidance and information to parents. Be mindful that Emma may want this dealt with discreetly.
- If the image has been shared already, where has it been shared? Is it a small number of young friends who can delete it and keep the damage contained? Can the school manage this themselves? If so, the school should take responsibility to ensure all the young people who have the image are spoken to and delete the image. Put in good practice initiatives as above.
- If shared widely, or if adults involved, this would need to be reported to the police as Child Protection.

- * Although Emma willingly sent the image, it is illegal to share the picture. If she had been coerced or groomed in to providing the photo, it would be a Child Protection concern.
- * If the image/images had included sexual acts that were not age-appropriate, it would be a Child Protection concern.