

Peer on Peer Abuse Policy

Introduction

Seisen International School (SIS) recognises that children and adolescents are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal, emotional, physical, and sexual abuse, which can take place online and offline. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up.”

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond. In cases where peer on peer abuse is identified, we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Sexting or youth produced sexual imagery
- Sexual Harassment
- Children who display sexually harmful behaviour/sexual abuse
- Physical Violence
- Bullying
- Technology used for bullying (cyberbullying) and other abusive behaviour
- Initiation/Hazing
- Abuse in intimate relationships

Some of these behaviours will need to be handled with reference to other policies in school including but not limited to the [student safeguarding policy](#) and [acceptable use policy](#).

The Safeguarding Team at SIS is composed of:

- Head of School
- Child Protection Officer (CPO)
- Assistant Child Protection Officer
- Divisional Principal
- Divisional Assistant Principal
- Divisional Counselor

Policy Development

The policy has been developed by the counselors in July 2021, reviewed by the SIS Leadership Team and Child Protection Officer. The policy was presented to faculty and staff in August 2021. The policy was reviewed by a group of students by the end of 2021.

Aims

The policy will:

- Set out our strategies for preventing, identifying and managing peer on peer abuse
- Take a contextual approach to safeguarding all children and young people involved.
- Acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peers, parents or adults in the community.

Understanding Peer on Peer abuse

Peer on peer abuse can occur between two children of any age and sex or a group of children and a single child or group of children. It can occur at school, play grounds, school buses, during extra curricular activities and outside of school hours.

The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing.

Peer on peer abuse may also occur online and offline.

Definition of Terms

• Sexting or youth produced sexual imagery

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. This is also known as youth produced sexual imagery. Pressuring or coercing others to send or produce these sexual images, videos or messages is also considered peer on peer abuse.

• Sexual Harassment

This can be defined as 'unwanted conduct of a sexual nature' that can occur online and offline.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

It can include, but not limited to:

- Sexual statements, comments, questions, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes," cat calling or taunting
- Excessive and unwelcomed flirting
- Unwanted or inappropriate touching of a person or their clothes, including kissing, hugging, stroking, patting or rubbing.
- Impeding or blocking a person's physical movement or frequently following/standing too close to a person on purpose.
- Requesting sexual favors or dates, including coercion of sexual activity by threat of punishment.
- Looking at a person's body up and down.
- Making derogatory gestures or facial expressions of a sexual nature.

- Upskirting - typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. In Tokyo, upskirting would constitute a crime of secret photography, with potential consequences of imprisonment or a fine. Cases of ‘up skirting’ have a mandatory requirement for being reported.

• Sexually harmful behaviour/sexual violence

Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

According to the British National Society for the prevention of Cruelty to Children (NSPCC) a useful umbrella term is “harmful sexual behaviour” (HSB). The term has been widely adopted in child protection and is used in this policy. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context. In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour

We are adopting the definition of Harmful Sexual Behaviour as: -
 "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

We will also use Simon Hackett’s continuum model from NSPCC, to demonstrate the range of sexual behaviours. Additionally, the Brook Traffic Lights (appendix 1) shows the below in more detail, broken down into 4 different age categories.

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	• Single instances of inappropriate sexual behaviour	• Problematic and concerning behaviours	• Victimising intent or outcome	• Physically violent sexual abuse
Socially acceptable	• Socially acceptable behaviour within peer group	• Developmentally unusual and socially unexpected	• Includes misuse of power	• Highly intrusive
Consensual, mutual, reciprocal	• Context for behaviour may be inappropriate	• No overt elements of victimisation	• Coercion and force to ensure victim compliance	• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision making	• Generally consensual and reciprocal	• Consent issues may be unclear	• Intrusive	• Sadism
		• May lack reciprocity or equal power	• Informed consent lacking, or not able to be freely given by victim	
		• May include levels of compulsivity	• May include elements of expressive violence	

Sexual violence covers a spectrum of behaviour; according to Japanese law it is defined as follows:

- Crime of forcible sexual intercourse: having vaginal, anal or oral intercourse with a person aged at least 13 by means of assault or intimidation, and doing the same to a person under 13 years old, regardless of gender.
- Crime of forcible indecency: The act of inserting a hand, finger, or object into another person's body through assault or intimidation

• Physical Violence

Physical violence may involve hitting, punching, pulling, grasping, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to another person.

• Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying is any behaviour that is intended to hurt, is repeated and where it is hard for the person or people on the receiving end to defend themselves (in other words - the bully has the power).

Bullying is not:

- single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying unless someone is deliberately and repeatedly doing them.
- single episode of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

These actions can cause great distress. However, they do not fit the definition of bullying and they're not examples of bullying.

At SIS, we do not tolerate bullying on the basis of:

- | | | |
|---------------------|--|---------------------------------|
| - Ethnicity | - Sexuality | - Age |
| - Race | - Mental and physical disability/illness | - Academic performance |
| - Religious Beliefs | - Learning differences | - Family or personal background |
| - Gender | - Socioeconomic status | - Body or appearance |
| - Gender identity | - Language | - Preferences or interes |
| - Gender expression | | |

• Technology used for bullying (cyberbullying) and other abusive behaviour

Cyberbullying includes posting hateful comments, pictures, videos or audio, harassing, insulting, antagonizing, threatening others or uploading images or videos of others without their permission. Liking, commenting, sharing or reacting (with emojis) to these types of posts is also contributing to the act of cyberbullying.

All SIS, all students are required to sign the [Acceptable Use Policy](#) each year which explains this further.

• Initiation/Hazing

The practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

• Abuse in intimate relationships

An intimate relationship is an interpersonal relationship that involves physical or emotional intimacy. Within an intimate relationship, all the above mentioned forms of peer on peer abuse can be experienced, including sexting or youth produced digital imagery, cyberbullying and other abusive behaviour through technology, sexual harassment, sexually harmful behaviour, sexual abuse, physical violence, and bullying.

Vulnerable groups

We recognise that all children can be at risk, however we acknowledge that some groups are more vulnerable. This can include those who: experience abuse within their family; live with domestic violence; live in foster care; have special educational needs and/or disabilities; identify or are perceived as LGBTQIA+.

We recognise that both girls and boys experience peer on peer abuse, but they do so in gendered ways. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. Girls and young women are more at risk of abusive behaviours perpetrated by their peers. Girls are less likely to perpetrate physical peer on peer abuse. People of all genders can perpetrate and experience peer on peer abuse.

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

Prevention

SIS actively seeks to raise awareness of and prevent all forms of peer on peer abuse by:

- Educating and training all faculty and staff, volunteers, students, and parents and assigned board members about this issue. This will include the nature, prevalence and effect of peer on peer abuse, and how to prevent, identify and respond to it. This includes
 - (a) Contextual Safeguarding;
 - (b) The identification and classification of specific behaviours; and
 - (c) The importance of taking all forms of peer on peer abuse seriously (no matter how low level they may appear) and ensuring that no form of peer on peer abuse is ever dismissed as horseplay or teasing.
- Educating students about the nature and prevalence of peer on peer abuse via PSPE/PSHE and the wider curriculum.
- Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- Students are regularly informed about the school's approach to such issues.
- Engaging parents on this issue by:
 - (a) Talking about it with parents, both in groups and one to one;
 - (b) Asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks;
 - (c) Encouraging parents to hold the school to account on this issue.
- Ensuring that all peer on peer abuse issues are fed back to the school's safeguarding team so that they can spot and address any concerning trends and identify students who may be in need of additional support. This is done by way of fortnightly SST meetings at which all concerns about students are discussed;
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom);
- Working with all board members, faculty and staff, volunteers, students, and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community;
- Creating conditions in which our students can aspire to and realise safe and healthy relationships, in all aspects - physically, mentally, emotionally, sexually, etc. ;
- Creating a culture in which students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of peer on peer abuse promptly and appropriately.

Reporting Alleged Incidents

If a student feels they have experienced or witnessed peer on peer abuse, by a student at SIS or another international school, there are several routes through which this can be reported.

- Students can share their concern with any trusted adult - a teacher, counselor, nurse, principal, coach, parent, etc. SIS faculty and staff will then follow the correct reporting protocol as laid out in the [Student Safeguarding Policy Handbook](#).
- Students are also able to make an anonymous report through the “[Anonymous Reporting Form](#).” This is a shared form between SIS and St. Mary’s International School and can be used to report incidents between students in each individual school or between students from both schools.

Note: Reports can be made for current or past incidents, as well as incidents that have occurred online or outside of school.

Responding to Alleged Incidents

All reports of peer on peer abuse will be made on a case by case basis with the child protection officer (CPO) or counselors taking a leading role using their professional judgement and supported by the safeguarding team and other services, such as Child Guidance Center (CGC) or the police, as required. There is no time limit for when reports can be made; reports can be made regarding instances from the distant past, more recent, and instances that may still be occurring.

The immediate response to a disclosure

- The school will take all disclosures seriously and will reassure the abused individual that they will be supported and kept safe.
- Faculty and staff will not promise confidentiality as the concern will need to be shared further with the child protection office or counselor.
- Faculty and staff must report to the child protection officer (CPO) or counselor within 24 hours, either in person or through the “Student of Concern” form found on Veracross.
- Once a faculty or staff member becomes concerned or aware of an incident of peer on peer abuse, they must complete the “[Written Report Form for Reporters of Child Abuse/Neglect](#).” The report will be made as soon after the disclosure as possible recording the facts as presented by the child.
- Where the disclosure includes an online element, staff will not view or forward images unless unavoidable and only if another member of staff (preferably the CPO) is present.
- The CPO will be informed as soon as possible.

Risk Assessment

The need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other students (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them;

Risk assessments will be recorded and filed in the Head of School and Child Protection Officer's offices and be kept under review. The child protection officer will ensure they are engaging with the Child Guidance Center and police if necessary.

Action following a report

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed and the choices that are available to them to ensure that their wellbeing is protected. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the students involved;
- The developmental stages of the students involved;
- Any power imbalance between the students. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident between students within SIS or including students from St. Mary's International school, such as on the school bus or otherwise;
- If the alleged incident is a one-time offense or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other students, or school faculty and staff; and other related issues and wider context?

Follow up Actions

Students sharing a classroom:

Whilst SIS establishes the facts of the case, and possible liaison with the Child Guidance Center and the police, the following will be considered, with input from the students involved:

- The perpetrator may be removed from any classes they share with the victim or temporarily suspended from school.
- The best way to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school.

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

Options to manage the report

Manage internally

1. In some cases of peer on peer abuse, for example, one-time incidents, it may be decided that the students concerned are not in need of outside intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing counseling support.

This decision will be made based on the principle that peer on peer abuse is never acceptable and will not be tolerated. All decisions and discussions around making these decisions will be recorded and stored by the child protection officer and counselors.

2. Where outside agency assessments are appropriate, the safeguarding team will be working alongside, and cooperating with, the relevant outside agency lead case worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other students that require support.

Reporting to the Police

The child protection officer (CPO) will follow local processes for referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is that it will be passed on to the police. The age of the alleged perpetrator does not affect the starting principle of reporting to the police through the Child Guidance Center.

Where there is a criminal investigation, the school will work closely with the relevant agencies to support all students involved (especially potential witnesses). Where required, advice from the police will be sought in order to help the school.

The end of the criminal process

If a student is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensuring relevant protections are in place for all students. The school will consider any suitable action following our behaviour policy. In all but the most exceptional of circumstances, a caution or conviction constitutes a serious breach of discipline and leads to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other students).

If the perpetrator remains in school, the expectations regarding the perpetrator and their behaviour will be made very clear. This could include expectations regarding their behaviour and any restrictions that are reasonable and proportionate about the perpetrator's timetable.

Support for Students Affected by Peer on Peer Abuse

Support for victims of peer on peer abuse is available from a variety of local agencies (see Appendix 2).

Reports of peer on peer abuse, including sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or these cases are reported to the police and ultimately result in a "not guilty" verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator.

Appropriate support will be provided to both, as required, and consideration given to sharing

classes and potential contact as required.

All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Multi-agency Partnerships

The School actively engages with its local partners in relation to peer on peer abuse, and works closely with the Child Guidance Center, police and/or other relevant agencies, and other schools. The relationships the school has built with these partners are essential to ensuring that the school is able to prevent, identify early and appropriately handle cases of peer on peer abuse. They help the school:

- (a) To develop a good awareness and understanding of the different referral pathways that operate in the local area, as well as the preventative and support services which exist;
- (b) To ensure that students can access the range of services and support they need quickly;
- (c) To support and help inform the local community's response to peer on peer abuse;
- (d) To increase awareness and understanding of any concerning trends and emerging risks in the local area to enable us to take preventative action to minimise the risk of these being experienced by students.

References

<https://nscp.nottinghamshire.gov.uk/media/feahta12/guidancemodelpolicypeerpeerabuse.pdf>

<https://www.icmec.org/wp-content/uploads/2017/12/Peer-on-peer-abuse-toolkit.pdf>

<https://mainichi.jp/english/articles/20210402/p2a/00m/0na/041000c>

<https://mainichi.jp/english/articles/20190730/p2a/00m/0na/011000c>

<https://www.kidscape.org.uk>

<https://www.ncab.org.au/bullying>

Hackett, S (2010). Children, young people and sexual violence. In Barter, C and Berridge, D (eds) Children behaving badly? Exploring peer violence between children and young people. London: Blackwell Wiley

Brook Traffic Lights (Appendix 1)

Behaviours: age 0 to 5

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

What is a green behaviour?

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

What can you do?

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

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

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

What can you do?

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

Amber behaviours

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

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

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

Behaviours: age 5 to 9 and 9 to 13

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

What is a green behaviour?

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

What can you do?

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

Green behaviours 5-9

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

Green behaviours 9-13

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

What is an amber behaviour?

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

What can you do?

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

Amber behaviours 5-9

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

Amber behaviours 9-13

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

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

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

Red behaviours 9-13

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

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 and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

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

Green behaviours

- 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 or any gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

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

What can you do?

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

Amber behaviours

- 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

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- 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

This is intended to be used as a guide only. Please refer to the guidance tool at

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

for further information.

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains. Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Local Agencies (Appendix 2)

If a parent or student has a concern related to mental health, suicide or child protection, there are expert services available in Tokyo. The organizations below have been very helpful to our students and families in the past.

TIP (Tokyo International Psychotherapy)

Team of counselors who are bilingual. They specialize in a variety of modalities and work with elementary aged children in addition to older adolescents. Counselors here are also trained in working with individuals with eating disorders. Their office is located in Futako Tamagawa.

TIP (Tokyo International Psychotherapy)

TIP also has an office located in Shibuya. Team of counselors who are bilingual. They specialize in a variety of modalities and work with elementary aged children in addition to older adolescents.

TELL Counseling Services

Their intake process involves a formal assessment by a clinical psychologist, and interview with parents. TELL is comprised of several counselors who have experience working with teens as well as young children. TELL is also responsible for a great deal of mental health advocacy in the Tokyo area. Offices located in Minamiaoyama.

If there is a concern, anyone can access the following English services 7 days a week, from 9:00 a.m. - 11:00 p.m. TELL has trained lifeline counselors who are there to listen. They will be able to advise about other support services.



You don't have to be suicidal to call. Whatever is troubling you, we are here to listen.

No one needs to struggle alone. Reach out and call us, our Lifeline Support Workers are here for you.

- Free, confidential telephone support
- Anonymous, non-judgmental and caring
- Kids, teens and adults welcome to call
- English-speaking resources and support

Every day for 45 years TELL Lifeline has been providing important connections and support to people all across Japan. We save lives.

🕒 **LifeLine**
03-5774-0992
(9am – 11pm every
day)

💬 **CHAT »**
(Friday, Saturday,
Sunday 10:30pm –
2am)

🕒 **For Counseling
Inquiries**
03-4550-1146
(English) Mon – Fri,
10am – 3pm

Services provided by the Government:

[The Information provided below is from the Tokyo Child Guidance Office:](#)

About the Child Guidance Office

Founded on the basis of the Child Welfare Law, a child guidance office accepts any type of consultation relevant to a child aged under 18, from anyone including the child, family, school teachers and local residents.

A child guidance office is a specialized counseling institution designed to search for solutions and solve problems with the hope of supporting children's sound growth.

We handle the following types of consultation cases.

The Child Guidance Offices offer counseling on all matters related to the growth of children and youth, ages 0-18, including:

- Questions concerning child raising
- Dealing with stress which may cause you to act violently toward your child
- Inability to care for your child due to illness or other situations (Depending on your situation, child care can be provided at the center.)
- Concern about the development of your child's speech or growth
- Your child's recent tendency to stay out all night or to resort to violence at home
- Concern for your child not being able to make friends
- Concern for your child not willing to attend school
- Problems with your child's education or guidance in higher education
- Child's human rights are at stake due to child abuse or other reasons

Specialized staff members are stationed at each center.

Specialized staff members such as a child welfare officer, child psychotherapist and medical doctor are in charge of counseling and other services.

How to receive a consultation

- Opening hours : Monday through Friday; 9:00 a.m. - 5:00 p.m.
- We guarantee confidentiality of personal information.
- Counseling is free of charge.

We recommend that you make an appointment for consultation in advance.

Consultation on weekday evenings (after-consultation hours are from 5:45 p.m.), Saturdays, Sundays and public holidays (including New Year's Eve and New Year day).

The National Child Consultation Hotline"189"accepts urgent consultations concerning child abuse suspicions and child-related matters.

Those among relevant organizations or those whom are already consulting our Child Consultation Offices, please contact us at our evening and closing hours emergency hotline 03-5937-2330 in case of an emergency.

Telephone Counseling Service

We offer a hotline service which is open for everyone regardless of the residential area.

Counseling can be handled anonymously. Please feel free to call. (Counseling in Japanese only)

- TEL: 03-3366-4152
- Hours: Monday through Friday; 9:00 a.m. - 9:00 p.m.: Saturdays, Sundays and Holidays; 9:00 a.m. - 5:00 p.m.(closed December 29th - January 3rd)

- Fax-consultation service for those with auditory or speech disability: FAX: 03-3366-6036 (closed December 29th - January 3rd)

Name	Address	TEL	Area
児童相談センター Child Guidance Center	〒169-0074 新宿区北新宿四丁目6番1号 東京都子ども家庭総合センター内 4-6-1 Kitashinjuku, Shinjuku-ku	(練馬区、小笠原支庁管内) nerima-ku,ogasawara-sityou 電話03-5937-2311 (渋谷、文京、台東、豊島区 大島支庁管内) sibuya-ku,bunkyo-ku,taitou-ku,toshima-ku,oosima-sityou 電話03-5937-2314 (新宿、中央、港、千代田区 八丈、三宅支庁管内) shinjuku-ku,chuoh-ku,minato-ku,chiyoda-ku,hachijou-sityou,miyake-sityou 電話03-5937-2317 FAX 03-3366-6036	Chiyoda-ku,Chuo-ku, Minato-ku,Shinjyuku-ku, Bunkyo-ku,Taito-ku, Shibuya-ku,Toshima-ku, Nerima-ku, Izu and Ogasawara islands
江東児童相談所 Koto Child Guidance Office	〒135-0051 江東区枝川三丁目6番9号 3-6-9 Edagawa, Koto-ku	03-3640-5432	Sumida-ku,Koto-ku, Edogawa-ku
品川児童相談所 Shinagawa Child Guidance Office	〒140-0001 品川区北品川三丁目7番21号 3-7-21 Kita-Shinagawa, Shinagawa-ku	03-3474-5442	Shinagawa-ku,Meguro-ku, Ota-ku
世田谷児童相談所 Setagaya Child Guidance Office	〒156-0054 世田谷区桜丘五丁目28番12号 5-28-12 Sakuragaoka, Setagaya-ku	03-5477-6301	Setagaya-ku,Komae-city
杉並児童相談所 Suginami Child Guidance Office	〒167-0052 杉並区南荻窪四丁目23番6号 4-23-6 Minami-Ogikubo, Suginami-ku	03-5370-6001	Suginami-ku,Meguro-ku, Ota-ku
北児童相談所 Kita Child Guidance Office	〒114-0002 北区王子六丁目1番12号 6-1-12 Oji, Kita-ku	03-3913-5421	Kita-ku,Arakawa-ku, Itabashi-ku
足立児童相談所 Adachi Child Guidance Office	〒123-0872 足立区江北三丁目8番12号 3-8-12 kohoku, Adachi-ku	03-3854-1181	Adachi-ku,Katsushika-ku
八王子児童相談所 Hachioji Child Guidance Office	〒193-0931 八王子市台町三丁目17番30号 3-17-30 Daimachi, Hachioji-city	042-624-1141	Hachioji-city,Machida-city, Hino-city
立川児童相談所 Tachikawa Child Guidance Office	〒190-0012 立川市曙町三丁目10番19号 3-10-19 Akebonocho, Tachikawa-city	042-523-1321	Tachikawa-city,Ome-city, Akishima-city,Kunitachi-city, Fussa-city,Akiruno-city, Hamura-city,Mizuho-town, Hinode-town,Hinohara-town, Okutama-town
小平児童相談所 Kodaira Child Guidance Office	〒187-0002 小平市花小金井一丁目31番24号 1-31-24 Hana-koganei, Kodaira-city	042-467-3711	Kodaira-city,Koganei-city, Higashimurayama-city, Kokubunji-city,Nishitokyo-city, Higashiyamato-city,Kiyose-city, Higashikurume-city, Musashimurayama-city
多摩児童相談所 Tama Child Guidance Office	〒206-0024 多摩市諏訪二丁目6番 2-6 Suwa, Tama-city	042-372-5600	Tama-city,Fuchu-city, Chofu-city,Inagagi-city