



Whole School Policy for Dealing with Conflict between Pupils

Incorporating the School's strategies for
Preventing Bullying and Child-on-Child Abuse

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Policy owner:	Deputy Head, Pastoral

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I. Introduction

This policy should be read and used in conjunction with the following documents and is based on the principle that all members of the Stonar community have the right to enjoy their lives in a safe and caring environment, free from disruption, violence and any form of harassment:

Safeguarding and Child Protection Policy
Policy on Disciplinary Exclusions

Behaviour and Discipline Policy
Stonar Conflict Investigation Form
(Staff use only)

Our mission is to prepare each student to be a global citizen who can shape the world. The world is changing at an incredible pace and today's students will only succeed in the world of tomorrow if they are prepared for the challenges they will face. Stonar ensures that our students develop skills and abilities beyond the purely academic, learning how to play their part in shaping the future and how to tackle the unprecedented social, economic and environmental challenges that are reshaping our global communities.

We acknowledge that tension between children is natural. In a diverse school environment, it is normal and inevitable that pupils will disagree and not everyone will be friends with everyone they meet; however, we expect high levels of mutual respect and of personal integrity. We encourage pupils to understand the School's core values of respect, resilience and integrity as well as the Prep School personal learning goals, and to live them out in their daily lives. We will not tolerate unkind, disrespectful or bullying behaviour, nor child-on-child abuse.

Staff investigate all forms of conflict and are committed to dealing proactively where behaviour has fallen short of our expectations. We acknowledge that sometimes it might not be an intention to cause distress and hurt, but that this can be a consequence of a pupil's actions. We expect pupils to respond positively to the clearly articulated expectation to be respectful of one another, but understand that this might need reinforcement and practical explanation, especially for younger pupils.

'Banter' has no place at Stonar; however, we acknowledge it remains entrenched in society and is highly prevalent within adolescent culture and friendship groups. We are aware that the line between 'banter' and bullying behaviour can be misunderstood by pupils on both the giving and receiving end, and our initial responses to resolving conflict involving 'banter' may be a matter of education, rather than punishment.

2. Definitions

2.1 Child-on-Child

Any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Child-on-child abuse is most likely to include, but may not be limited to:

- i. bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ii. abuse in intimate personal relationships between peers;
- iii. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); • sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- iv. sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- v. causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- vi. consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- vii. upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- viii. initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

2.2 Bullying

At Stonar we define bullying behaviour as usually repeated, intentional, malicious actions or words, which either directly or via other media cause distress, or make others feel unhappy, intimidated, humiliated or insecure. This definition of bullying was reviewed with pupils and in September 2023.

Bullying is not falling out between friends after a quarrel or disagreement or a disagreement where both sides express their views

Bullying hurts another pupil or group physically or emotionally. It can cause psychological damage - often, but not always, motivated by prejudice against particular groups e.g. on grounds

of race, religion, culture, sex, gender / gender identity, sexual orientation, SEN/disability, or because a child is adopted.

Bullying can be carried out directly and indirectly through cyber-technology eg. social media (WhatsApp, snapchat, text, etc, including photographs). We acknowledge bullying is damaging to those who experience it and those who perpetrate it. There are criminal laws which apply to harassment and threatening behaviour or communication.

Bullying can become a child protection issue (for example, 'mate' crime or child-on-child abuse, initiation/hazing type violence and rituals) and in these circumstances, cross reference should be made with the School's policy on Safeguarding and Child Protection. Pupils and their parents must be aware of the School's responsibility to involve other statutory agencies (such as local safeguarding vulnerable people partnerships, or the Police) where there is evidence of a crime having been committed or where child protection issues are involved.

Forms of Bullying Include:

- i. Physical - being punched, pushed, kicked or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to.
- ii. Verbal - name-calling, sarcasm, teasing, insulting, and making threats, spreading rumours, making comments which are racist, sexist, or homophobic in nature or which focus on special educational needs, disabilities or religious or cultural differences (including gender reassignment / transphobic bullying).
- iii. Emotional - excluding, isolating or ignoring, tormenting (e.g. breaking or hiding books or belongings including money), being unfriendly, graffiti, chastising, teasing, name calling, making gestures, mimicking, mocking, being indifferent, spreading rumors, passing messages, whispering, 'put downs'. It can involve manipulating a third party to tease or torment someone and it can involve complicity that falls short of direct participation.
- iv. Sexual - unwanted physical contact or comments of a sexual, sexist or homophobic nature.

Electronic or 'cyber' bullying is bullying of any of the above types which makes use of electronic forms of communication e.g. messaging, posting offensive materials on the internet, sending pictures/video-clips, silent calls or abusive messages, emails, chat rooms, instant messaging and the use of personal websites or online personal polling sites.

Possible symptoms of Bullying?

Staff and parents should be aware of when a child is possibly the victim of a bully. Symptoms may be:

- Frightened to walk to and from school.
- Doesn't want to use school transport.

- Begs to be driven to school.
- Changes the usual route to school.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Frequently complaining of being unwell both at home and at school.
- Becomes isolated and withdrawn.
- Begins to do poorly in school work.
- Has clothing and belongings that get damaged or go missing.
- Has physical bruising or other evidence of assault.
- Have dinner and other monies that are frequently 'lost'.
- Refuses to attend particular lessons.
- Hangs round a particular teacher or stays in the classroom at breaks and after school.
- Becomes aggressive or unreasonable.
- Stops eating.
- Runs away or threatens self harm.
- Gives improbable excuses for any of the above.

These signs and behaviours could have other causes, but bullying should be considered a possibility and should be investigated.

At Stonar, encouraging other people to engage in bullying behaviour is also considered bullying. Pupils who are aware of bullying taking place but who choose not to report it will be considered associates of the bully.

3. Procedures for Managing Allegations of Conflict, Bullying Behaviour or Child-on-Child Abuse

Any school that says it is completely free from bullying is a potentially dangerous place. Bullying happens in all walks of life and it is the school's responsibility to ensure that it is as safe as can be for all of the community.

- i. Allegations of bullying or behaviour that falls short of our expectations will initially be investigated by tutors/mentors (or houseparents, if the bullying behaviour is taking place in house).
- ii. Staff are expected to follow all guidance in KCSIE 2023 including a zero-tolerance approach to abuse; take all concerns seriously never tolerate abuse as "banter".
- iii. Consideration must always be given to whether an issue should be responded to through the first stages of the bullying policy, as high-level bullying, or as child-on-child abuse. Staff should seek advice and support from a member of the Safeguarding team if they have any doubt
- iv. Staff will then discuss the accusations and investigate appropriately.
- v. When investigating conflict between pupils, staff must use a conflict investigation form (*available in the Staff Handbook*) which ensures a standardised approach. Staff are required

to look at both the means and form of conflict under investigation as well as if other pupils are involved and the 'relationship history' between young people.

- vi. They will ensure that the 'affected party' feels safe and will listen and speak to all individuals involved about the incident separately,
- vii. The Tutor/Mentor (or Houseparent) will then report to the Deputy Head Pastoral / Head of Prep and communicate with parents where appropriate.
- viii. Conflict Investigation forms are passed to the Deputy Head Pastoral / Head of Prep, these detail the support in place through pastoral care system (tutor/ mentor, houseparent, Head of Key Stage 3 (Pastoral), Health and Well Being Centre, DSLs, friends, home, counsellor external agencies) for both the affected party and the aggressor.

We see our pupils as individuals and acknowledge that they do not always want the same response when they raise concerns about unkind or disrespectful behaviour or make allegations of bullying. We make clear that the person they are talking to cannot keep what they are told to themselves and that they will have to share the information with other people in the School. Concerns raised by one child against another must be substantiated through investigation.

The Hackett continuum model and Brook Traffic Light Tool demonstrate the range of sexual behaviours, which in turn is useful to understand the level of behaviour and therefore how to respond to allegations of harmful sexual behaviours (HSB) / sexual abuse.

3.1 The Affected Party

During the Investigation, Staff will ascertain from an 'Affected Party' if they wish to be:

- i. Heard but not want action taken.
- ii. Heard and require advice or support or require support (see appendix I).
- iii. Heard and require immediate intervention and action by staff.

Wherever possible, the affected party's wishes will be respected and they should feel empowered by our actions to ensure that appropriate action will be taken to end the unacceptable behaviour/s or threats of bullying. Where direct intervention or action by staff is required this will be explained to the pupil concerned.

The parents of pupils who are either affected parties or perpetrators of substantiated bullying will be fully informed of actions taken to ensure the ongoing support of their children; however, they are not invited to attend meetings between pupils or to observe any other discussions that take place.

4. Reporting Incidents of Conflict

Pupils can raise their concerns about unkind or disrespectful behaviour or make allegations of bullying or child-on-child abuse, in a variety of ways. They can talk to:

- i. Their form tutor.
- ii. School Nurse or School Counsellor.
- iii. A prefect.
- iv. Any member of staff they trust.
- v. The Pastoral Lead
- vi. A member of the SSMT/PSMT

By posting a card into the 'Worry Box' (Prep School) or by reporting concerns to senior staff via the email stopbullying@stonarschool.com

5. Tracking and Recording Incidences of Conflict (Including Bullying and Child-on-Child Abuse)

All allegations of bullying behaviour or serious conflict are discussed with either the Head of Prep (EYFS & Prep School) or the Deputy Head Pastoral (Senior School) who counter sign the conflict investigation forms. This enables a consistent and coordinated disciplinary response, as appropriate, while retaining the ability to deal with instances of bullying on a case-by-case basis. It also enables the Deputy Head Pastoral and Head of Prep to maintain a record of all instances where a conflict between pupils has been investigated. Senior staff can identify trends and respond accordingly.

All substantiated allegations of bullying and child-on-child abuse are reported to the Board of Directors at least annually. The Chair of the Board of Directors reviews all incidences where a conflict investigation form has been completed (to include allegations of bullying, substantiated and otherwise) in termly meetings with the Deputy Head Pastoral.

6. Support and Sanctions

Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils. Regard will be paid to the individual circumstances in each case of all pupils involved, including the age of pupils, their ability to understand the consequences of their actions and previous behaviour. It may be necessary to draw up a welfare plan / risk assessment to support pupils concerned.

Depending on circumstances a range of sanctions and support strategies may be utilised including:

- i. Reflective practice sessions to reinforce to the 'aggressor' that their behaviour is unacceptable.
- ii. Where appropriate, the pupils will be reconciled through restorative practice work.
- iii. I:I intervention sessions with the school Pastoral Lead or school counsellor.
- iv. Raised awareness of unintentional distress or hurt caused, resulting in modified future behaviour by the 'aggressor'.
- v. Acknowledgement of intentional distress or hurt caused, resulting in modified behaviour and cessation of actions that fall short of the School's behavior expectations.
- vi. An offer of genuine apology, either verbally or in writing, by the aggressor and its acceptance by the affected party
- vii. A period of internal gating.
- viii. Entry on the School Behaviour Log for the aggressor in order to dissuade against repetition or retaliation.
- ix. Change of dorm, house or class/set/seating plan.

In serious or repeated cases of bullying:

- x. A fixed term exclusion
- xi. Permanent exclusion from School / boarding

We would expect to see in an 'aggressor' an acceptance of the seriousness of the situation, the need to avoid unkind behaviour and to demonstrate respectful behaviour at all times. In addition, we would ensure that the 'aggressor' is aware that any repetition is likely to be considered as bullying and would lead to more serious sanctions.

7. Strategies for Preventing Bullying and Conflict

We use a range of measures and initiatives to promote a safe and caring School environment where difference and diversity are celebrated. Stereotypes are challenged by staff and pupils across the School. We promote an atmosphere in which 'telling' is safe and acceptable.

The curriculum, informal conversations, tutorial times as well as assemblies and INSET training all help to maintain and develop our collective responsibility for each member of the School Community and celebrate success.

The School participates in events such as Anti-Bullying Week and Black History Month and pupils are encouraged to contribute to the Senior School Assembly Programme.

We provide leadership training to the team of School and House Prefects, which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils. School and House Prefects receive specific safeguarding training for their roles from the DSL and meet regularly with senior adult staff. All senior school pupils receive a safeguarding lesson from the DSL.

The Prep School Personal Goals are considered to be at the heart of how the Prep School expects its pupils to behave. The children are educated through the personal goals and counter bullying is addressed particularly during the months where the School focuses on Respect, Resilience and Morality.

In the Senior School, staff are encouraged to use the key values of 'Respect, Resilience and Integrity' when discussing behaviour. Tutors, members of the Pastoral Team and senior staff engage pupils in reflective and restorative work and we aim to reduce the likelihood of repetition of poor behaviour and minimise the likelihood of retaliation. Pupils whose behaviour towards their peers repeatedly falls short of our expectations, or those who find managing relationships with their peers difficult may attend early intervention or restorative justice sessions with the PIP.

PSHEE programme and assemblies are structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. Education about positive behaviour and strengthening emotional resilience are taught through the PSHEE and tutor programmes. The PSHEE programme includes opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying. Tutor time provides regular opportunities to discuss issues that may arise in class and for tutors to target specific interventions.

PIP's Place (Senior School) is staffed by ~~the PIP or~~ members of the Learning Support team and is open at break and lunchtimes. PIP's place exists to support pupils to forge new friendships in a supportive environment and share concerns with staff as necessary. Pupils have access to the Pastoral hub which is staffed by members of the pastoral team and gives pupils another supportive environment to share any concerns. 'Who can I talk to?' notices distributed across the School display phone numbers and contact details of individuals and organisations that pupils can also contact. Pupils receive this information via their school email too.

The Catering, Maintenance, Domestic and Administrative staff are all encouraged to share concerns directly with teachers or a member of the Leadership Team, should they witness incidences of poor behaviour or suspect that bullying is taking place within the School.

Stonar provides in-service training which allows staff to understand and identify bullying, appreciate its consequences, understand where and when bullying is most likely to take place and follow the School's Counter Bullying Policy.

We receive feedback from our pupils through questionnaires, PSHEE lessons, School council and the prefect team to determine whether pupils believe that bullying is an issue for the School. We use their feedback to help develop the ways we deal with incidents of bullying and in turn shape future School policy.

Stonar's ICT department monitors the School's network and internet access. Certain sites are blocked by our filtering system and all pupils and staff have to sign the ICT Acceptable Use Policy to indicate that they have read and understood its terms. This document lays down the way in which the computer network and associated technology should be used. The School imposes sanctions for the misuse, or attempted misuse of digital technology, including the internet. We offer guidance on keeping names, addresses, passwords and other personal details safe, through ICT and PSHE lessons, e-safety presentations and assemblies. These sessions explain what cyber-bullying is, the law in relation to digital safety and how to report cyber-bullying, as well as the importance of maintaining the same standards of online behaviour as in other aspects of one's personal behaviour.

8. Proactive Classroom Management

Every member of staff should uphold values of Respect Resilience and Integrity (and Personal Goals) in their own actions and take a proactive approach to managing incidents of poor behaviour. Adopting a positive culture towards differing opinions, lifestyles, and attitudes ensures that pupils see that discriminatory behaviour is not acceptable.

Teaching staff should be aware of pupils' Learning Support profiles and should keep known protagonists apart. If they see signs of tension or witness unkind behaviour they should challenge the behaviour in a non-threatening manner on the spot, eg "that was nasty", "that was unnecessary" "why is that funny?". Teachers must ensure they record incidents via the Daybook system along with any action they have taken eg. a verbal reprimand. All information recorded on the Daybook system (apart from those marked as communication) are visible to parents via the SchoolBase portal.

We expect teachers to have in place an 'open door' policy with pupils – confrontations may not be reported if the teaching staff does not appear approachable or if pupils worry they will not be taken seriously.

9. EYFS

Our youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect the possessions of others. We model and embed our School ethos and personal learning goals from Nursery onwards and we expect our children to behave accordingly. They should respect everyone and learn to value differences and diversity. Any concerns are quickly raised and addressed. We explain to children why some forms of behaviour are unacceptable and can be hurtful to others using the Visual Behaviour Response System. An adapted system is implemented from Nursery to ensure all children from a very early age are aware of their behaviour and the impact on others. This is then continued in Prep at a higher level.

We rarely need to impose sanctions but sometimes we may have to take swift, reasonable and appropriate action to address behaviour which is deemed as inappropriate. Occasionally, and in extreme circumstances, a child may be sent to see the Head of Prep, who will explain the inappropriateness of a particular action, but such instances are extremely rare. Parents will be fully informed. In cases of repeated instances of unkind or inappropriate behaviour, parents will be invited into the school to meet with EYFS Nursery Manager and the Head of Prep or when necessary, the Head.

10. Acronyms used in this Policy

EYFS	Early Years Foundation Stage
INSET	In service training for staff
PIP	Pastoral Intervention Practitioner
DSL	Designated Safeguarding Lead
PSHE	Personal Social and Health Education

Appendix I: Giving Advice to Pupils

Managing Conflict

Staff may explain conflict to pupils with a tone of:

‘It's okay to not get on with some people – we can't always be friends with everyone we meet. Sometimes you might not like someone when you first meet them, but you might find that as time goes on you start to like them more. Try not to judge someone before getting to know them!’

‘We can't choose how we feel, but we can choose how we act. If you don't really like someone it is still possible to get along with them without being good friends.’

Some ideas on how to minimise conflict may be:

1. Always treat others as you would like to be treated yourself.
2. Be open minded, Don't listen with pre-conceived ideas consider other people's opinions and points of view.
3. Stay calm and in control – take a deep breath, mentally remove yourself from the situation.
4. When someone else is being ‘picked on’ or is in distress, tell the aggressor their behaviour is not acceptable, then walk away (take the affected party with you) and report it to a member of staff.
5. Don't argue back or become aggressive.
6. Learn the difference between aggressive, passive and assertive – be assertive.
7. Watching and doing nothing may suggest you support the aggressor. This is especially the case in cases of cyber-bullying. Even if you are a bystander, or if you belong to an on-line group such as snapchat or WhatsApp, YOU become involved!

Are they really friends?

Friends are different to family or classmates, this is because you choose who you are friends with, and they choose you.

Friends should never:

1. Put you down.
2. Make fun of you, your religion, sexuality or culture.
3. Put you in danger or make you feel unsafe.

Sometimes friends fall out. Usually they make up again soon, but things can sometimes be more serious and you may need support from a trusted adult in School to help you resolve these issues.

Look at the 'Who Can I Talk To?' posters in your tutor bases and boarding houses for ideas about who to talk to if you are worried. Childline also has some really good advice for managing friendship issues!

<https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/friendships/>

Advice on combating cyber bullying:

1. Always respect others - be careful what you say online or what images you send.
2. Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person.
3. What you think is a joke may really hurt someone else.
4. Always ask permission before you take a photo of someone.
5. If you receive a rude or nasty message or picture about someone else, do not forward it, (You could also be breaking the law!).
6. Think before you send.
7. It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website.
8. Don't let anyone know your passwords and change them regularly.
9. Remember that what you send can be made public very quickly and could stay on line forever. Do you really want your teacher, parents or future employer to see that photo?
10. Only give your mobile number or personal email address to trusted friends.
11. Don't retaliate or reply. Replying to nasty messages, particularly in anger, is just what the aggressor wants.
12. Save the evidence. Learn how to keep records of offending messages, pictures or online conversations. Take screen-shots, ideally with a different device.
13. Tell an adult (e.g. a parent, your tutor / houseparent/ Head of Key Stage 3 (pastoral)/ Head of Sixth Form/ a teacher/School Nurse /Pastoral Lead
14. Stand up for your friends - if you see cyber-bullying going on, report it to a member of staff (and your parents) and on line reporting tools embedded into the programs or apps you are using.

Appendix 2: Stop Bullying Posters



Stop Bullying



At Stonar we define bullying behaviour as: intentional, malicious, actions or words, which cause distress, or make others feel unhappy, intimidated, humiliated or insecure

If you are concerned about bullying behaviour report it by email: stopbullying@stonarschool.com or tell a member of staff

- *Tell us: Who is involved*
- *What they are doing*
- *When and where the bullying behaviour is taking place*



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Tell us: Who is involved
What they are doing
When and where the bullying behaviour is taking place

Appendix 3: Child-on-child Abuse Resources – Brook Traffic Light Tool



SEXUAL BEHAVIOURS

● ● ● TRAFFIC LIGHT TOOL

Behaviours: age 0 to 5 years

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

● 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

● 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

● 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

What is 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 amber behaviour?

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

- unusual for that particular child or young person
- 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 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.

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 with permission from True Relationships & Reproductive Health. (2012). Traffic Lights guide to sexual behaviours in children and young people: identify, understand and respond. Brisbane: True Relationships & Reproductive Health, Australia.

Limited Company registered in England and Wales, number 2466940. Registered Charity in England and Wales, number 703015. Registered Charity in Scotland, number SC045788.

Behaviours: age 5 to 9 years

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

Green behaviours

- 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, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

What is 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 can you do?

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

Amber behaviours

- 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

What is amber behaviour?

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

- unusual for that particular child or young person
- 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 can you do?

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

Red behaviours

- 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

What is 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?

Red behaviours indicate a need for immediate intervention and action.

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Behaviours: age 9 to 13 years

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

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 peer

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

What is 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 amber behaviour?

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

- unusual for that particular child or young person
- 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 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.

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Brook Sexual Behaviours Traffic Light Tool adapted with permission from True Relationships & Reproductive Health, (2012). Traffic Lights guide to sexual behaviours in children and young people: identify, understand and respond. Brisbane: True Relationships & Reproductive Health, Australia.

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Appendix 4: Child-on-child Abuse Resources – A continuum of Behaviours

A continuum of behaviours (Hackett 2010)

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A continuum of behaviours

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin et al (2002, p208) suggest a child's sexual behaviour should be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation, or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers.

Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal

- Developmentally expected
- Socially acceptable
- Consensual, mutual, reciprocal
- Shared decision making

Inappropriate

- Single instances of inappropriate sexual behaviour
- Socially acceptable behaviour within peer group
- Context for behaviour may be inappropriate
- Generally consensual and reciprocal

Problematic

- Problematic and concerning behaviours
- Developmentally unusual and socially unexpected
- No overt elements of victimisation
- Consent issues may be unclear
- May lack reciprocity or equal power
- May include levels of compulsivity

Abusive

- Victimising intent or outcome
- Includes misuse of power
- Coercion and force to ensure victim compliance
- Intrusive
- Informed consent lacking, or not able to be freely given by victim
- May include elements of expressive violence

Violent

- Physically violent sexual abuse
- Highly intrusive
- Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
- Sadism

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Responses

2

Prevention

3

Assessment

4

Interventions

5

Developments