Possible early indicators of sexualised behaviour and sexual harrasment and violence

This resource was created by all members of staff at St Mark's CofE Primary School, Basingstoke.

Some of these behaviours may seem innocent. They may also be age-appropriate. The aim of this resource, however, is to raise awareness of why we want to manage these behaviours carefully and sensitively __now__ in order to reduce sexualised behaviour, sexual harrasment and sexual violence __in the future__.

What behaviour/actions/conversations might happen?	What could this lead to later on? What might we need to be aware of?	How do adults counteract any potential negativity in this? **General actions with professional judgement:** ● *Direct adult interaction to stop activity* ● *Circle time to talk about appropriate behaviour/actions.* ● *Let DSL know - green form/CPOMS* ● *Discussion with parents* ● *Check Brook's Traffic Light Tool* ● *Revise curriculum opportunities, including Relationships Education and online-safety, including HeartSmart and Natterhub*
Curious/playful touching of another (on top or underneath)	Lack of understanding of privacy / consent Sexual Harassment or Violence	Explanation of inappropriateness "Pants Are Private" work
You can't play today because you are a girl	Misogynistic behaviour/thinking	Question 'why'? Correct their thinking. "Anyone can play or we'll have to stop"
Hiding with others in a play house, wanting to hide from adults with others	Hidden behaviour - ie what is being hidden or taking place behind closed doors Are there patterns of behaviour? Does everyone want to be involved? Do all children want to partake?	Checking on the context of the game and any direct intervention. Children are to be in sight and be monitored.
Seemingly innocent language - poo, bum, willy	Using inappropriate language, including sexualised language Consider age-appropriateness.	Discussion around inappropriate language Depending on context - Brook Traffic Light Tool
Kiss Chase	Targeted behaviours/forced behaviours Lack of understanding of privacy / consent	Adults to stop this immediately. Discussion around appropriateness and consent

I'll show you mine if you show me yours.	Peer Pressure	Pants Are Private - either in individual or class
"If you like me", "If you want to be my friend." "James said I can't go to their party if I let Sarah play with us at lunchtime"	Coercion / Guilt Being forced to do something. Taking of sexual images	Discussion about healthy friendships Possible pastoral work
Skirt lifting/pulling down clothing	Not understanding what is private/inappropriate Voyeurism	"Pants Are Private" work
Exposing of underwear or private parts to another person or group	Deliberate Exposure	"Pants Are Private" work
Trapping in toilets	Coercion	Discussion about appropriate places to play games, and what may not be a game to others.
Physical behaviour that is aggressive with a sexual intent (for example, bumping into a girl to touch private areas) Boys pinching girls bra straps	Hidden touching without consent Voyeurism Inappropriate physical touch. Sexual gratification through inappropriate means.	Discussion around self-awareness of space "Pants Are Private" work or "Circles of Intimacy", particularly around older children.
Laughing about images of men/women seen in magazines or newspapers.	Interest in sexual images. Sharing of sexual images.	Teacher direct action, talk about respect Check newspapers/magazine/internet resources before use
Pretending to be friends in a sinister way, perhaps in order to coerce/entrap.	Online abuse of others, pretending to be someone who you are not. Entrapment.	Discussion around being true to yourself
Playing "Mums & Dads" Pink is for girls, blue is for boys.	Stereotypical thinking/behaviour Lack of acceptance of difference	Adults noticing the interaction - is it negative/stereotypical? E.g. Adults suggest that the boy might like to cook or the girl might like to fix something.
Children giving each other 'wedgies'	Inappropriate touch of others' clothing.	"Pants Are Private" work Appropriate playtime behaviour
Children mimicking sexual acts (e.g. dry humping)	Misunderstanding intimate relationships and appropriate sexual behaviour.	PHSE / RSE / Science Curriculum - appropriate relationships.

One child giving another child a massage/stroke on the arm, when they don't want to be touched.	Inappropriate physical touch. Misunderstanding of permission.	Adults remind children about appropriate touch, and asking for permission.
Talking about sucking mummy's 'boobies'.	Sexualisation of body Misunderstanding of how our bodies work	PHSE / RSE / Science Curriculum - appropriate relationships.
No role models of opposite sex (e.g. only ever learn about male scientists)	Misogynistic behaviour/thinking	Intentional use of diverse role models and influential figures.
Drawing pictures showing body parts, sexual imagery or words Using a calculator to write sexual words. Looking up sexual words in a dictionary or online.	Misunderstanding of reproduction Secrecy; use of pornography	Monitoring and direct intervention by adults. Discussion around inappropriateness.
Sending inappropriate or unwanted images to others	Misunderstanding of consent Misunderstanding of what is legal/illegal	Online safety curriculum Police Involvement Safeguarding action

Other resources
- Safe4Me
- ECA - Eradicating Sexual Abuse
- https://www.police.govt.nz/advice-services/personal-community-safety/school-portal/resources/successful-relationships/kos
- Internet Legends - Google
- DotCom Charity
- Lurking Trolls