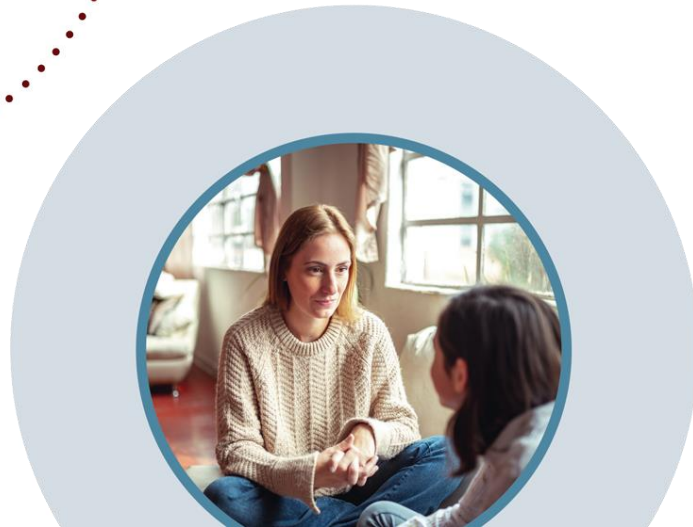


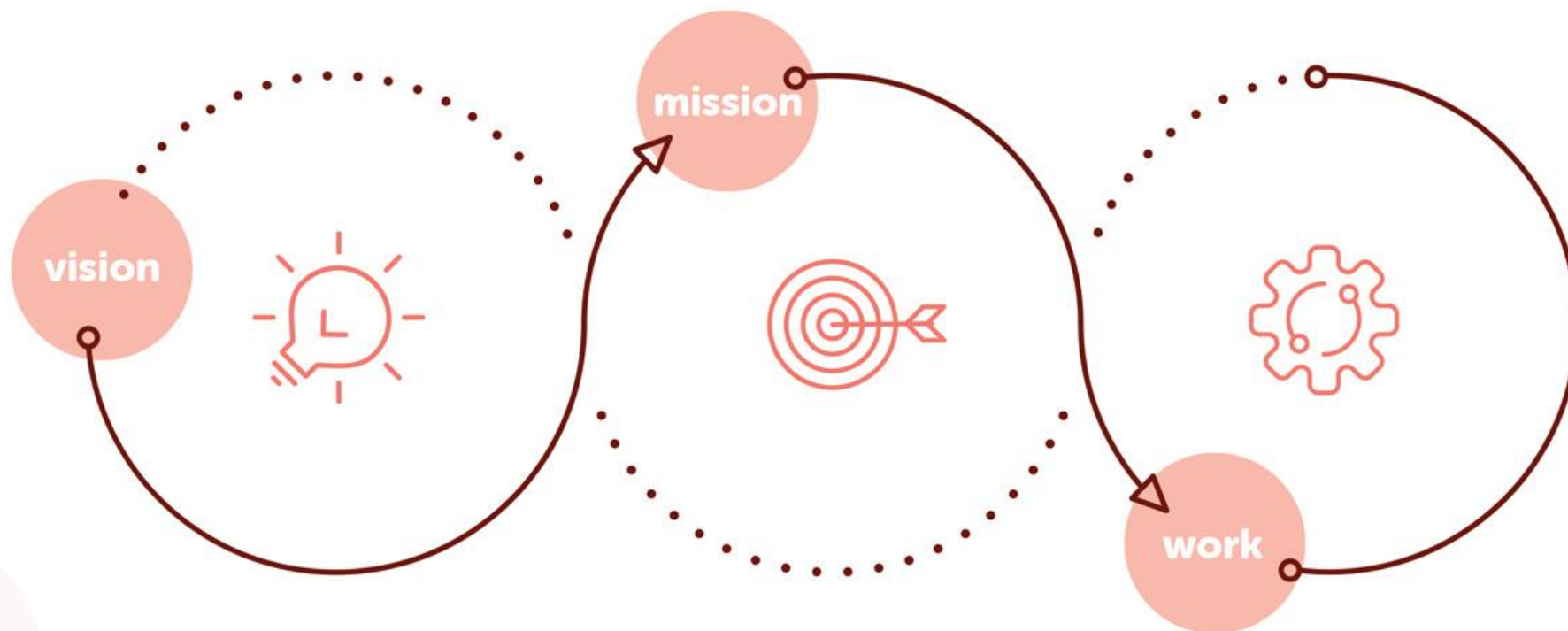


# Healthy Respect

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# Our vision



## Our vision

Our vision is a world in which children's right to live free from abuse and exploitation becomes a reality.

## Our mission

Our mission is to prevent the sexual abuse of children and young people by working with protective adults, those affected by abuse and those perpetrating it, including young people with harmful sexual behaviour. We are committed to using our expert knowledge to impact on public policy, and to educate families, professionals and the public. We help children and young people to stay safe in all our work.

We believe child sexual abuse is preventable, not inevitable.

## Our work

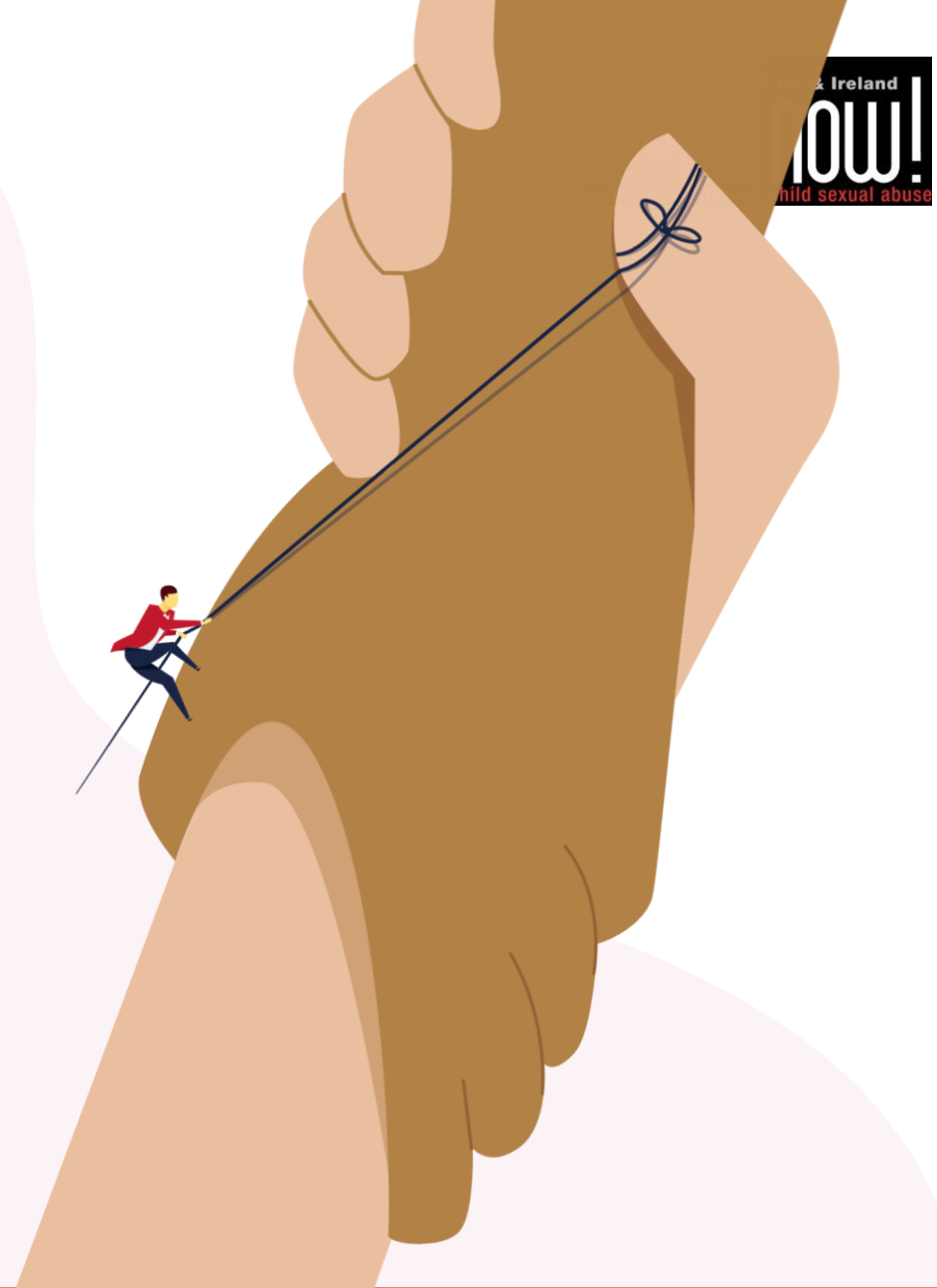
Our work is complex. We work to prevent abuse before it happens – or to prevent it from ever happening again. To reduce the number of victims, we must engage with both potential offenders and those who have offended to address their thoughts and behaviours.

# Who we work with

We work with everyone who can prevent sexual abuse and with those affected by it including:

We are committed to developing evidence-based, effective and sustainable services.

- ✓ Adult male and female people who have offended
- ✓ Children and young people who have displayed harmful sexual behaviour
- ✓ Protective adult family members
- ✓ Child victims of abuse
- ✓ Adult survivors of abuse
- ✓ Communities
- ✓ Professional groups



# Overview:

- To provide a clearer understanding of the work undertaken by Stop It Now! (Scotland) and the Lucy Faithfull Foundation
- To provide an overview of the prevalence of the Nature and Scale of the Problem
- To Gain a better understanding of why we need to be concerned
- An overview of the work in Edinburgh Schools

• The importance of Consent

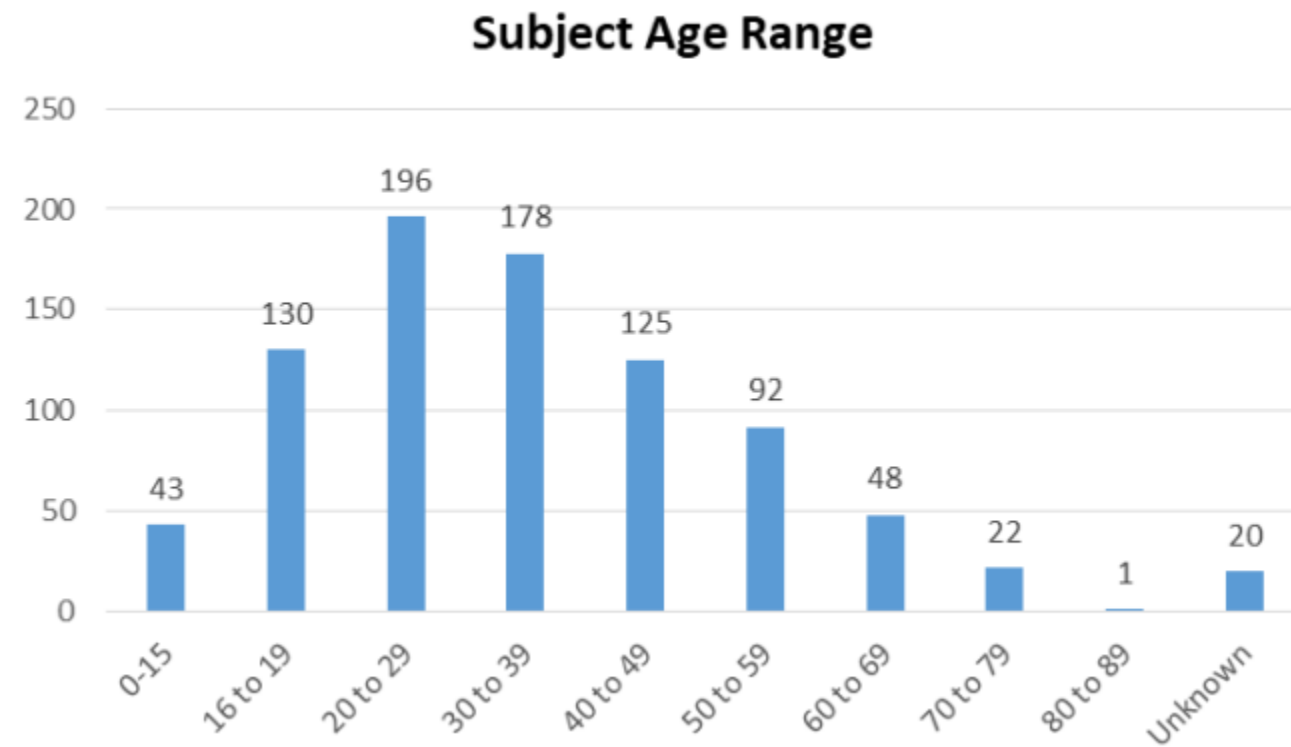
# Nature and scale of the problem

- Ofcom 2022 report on children's use of online media found that 53% felt positive about their online use, and 8 out of 10 used the internet for wellbeing support
- Technology plays a part in how young people understand their own developing sense of relations sexuality, and provides new spaces for adolescents to explore sexual identities and to express themselves intimately with peers
- More than a 1/3 involved with risk taking behaviour online (Ofcom 2022)
- Online spaces provides opportunities to make mistakes in relation to sexual development, and act in ways that cause harm to others
- Technology may also reflect and amplify HSBs in the child's offline peer culture or in wider society, through sexist attitudes, sexualised bullying or sexual harassment

# Nature and scale of the problem

- A 2017 study by the Scottish Government found that under-16s made up 26% of people charged with cyber-enabled offences relating to recorded crimes of communicating indecently and causing to view sexual activity or images, as opposed to 6% charged with similar offline offences
- A 2018 survey of headteachers and safeguarding leads in England and Scotland found that 90% had identified instances of TA-HSB at their school, and 83% felt that this issue was increasing

Police Scotland investigations in relation viewing indecent images of children (2021-22)



# Why the Concern about YP Sexual Behaviour Online?

- ✓ We receive an increasing amount of helpline calls and referrals regarding young people who have engaged in illegal, inappropriate or harmful behaviour online.
- ✓ Young people appear to make mistakes online, perhaps unaware of the legal implications, or due to the pressures/norms of the online world.
- ✓ Education around online safety and sexual behaviours online may be inconsistent.
- ✓ Parents/carers may not be fully aware of what young people are doing online and the potential harms/consequences.
- ✓ Young people are vulnerable online – to bullying, grooming, sexualisation, sexual harm.
- ✓ Young people may have experienced forms of abuse themselves, on or offline.
- ✓ Young people who display TA-HSB may have experienced abuse themselves.

# Finkelhor (2022, 2023)

- Perpetrators in most categories were predominantly dating partners, friends, and acquaintances, not online strangers.
- Risk factors were:
- Being cisgender female and having parents with less than a high school education emerged as important demographic predictors
- Early offline sexual abuse appears to be a particularly powerful risk factor for online sexual abuse.
- Risky online behaviour may be among the most proximal factor that increases vulnerability



# What does all of this tell us?

- Young people see little separation between online and offline worlds
- Young people's sexual and relational development is increasingly occurring in online spaces, including experimenting with sexual expression, constructing sexual identities, and establishing intimate relationships
- Pornography and social media are critical influences on children's sexual development
- Peer led technology assisted harm may be a greater danger than harm posed by adults online
- Telling young people to speak to adults about worries about online harm may have limited success

# Edinburgh Schools Project

We embarked on a three-year project to implement a place-based model of prevention of sexual harm in two schools and a city-wide case consultation service to the City of Edinburgh Council and recommendations and support for rollout of an evaluated and evidenced based approach to sexual harm prevention across Edinburgh secondary schools.



# Background

3-year project in 2 Edinburgh schools + city-wide case consultation

Goal: Implement prevention model & make recommendations for rollout

1 in 6 children experience sexual abuse before age 16

Peers are most common perpetrators outside family

Average onset age 13-14

Need to address gaps in preventing harm before it occurs



# Common online sexual behaviours in schools

- ❑ Sending sexual messages
- ❑ Sharing nudes
- ❑ Live streaming
- ❑ Pornography
- ❑ Exploring curiosities
- ❑ Sexualised “banter”



# Staff Survey Results

## Staff:

Moderate concern over HSB but lack training & confidence in handling cases  
Unclear policies & procedures  
Thresholds differ  
Jargon and Language in context

## Students:

Sometimes do not feel safe at school  
Cannot recognise unhealthy behaviours  
Reluctant to talk to teachers  
Low confidence in staff handling reports  
Culture in school  
Trauma and supports

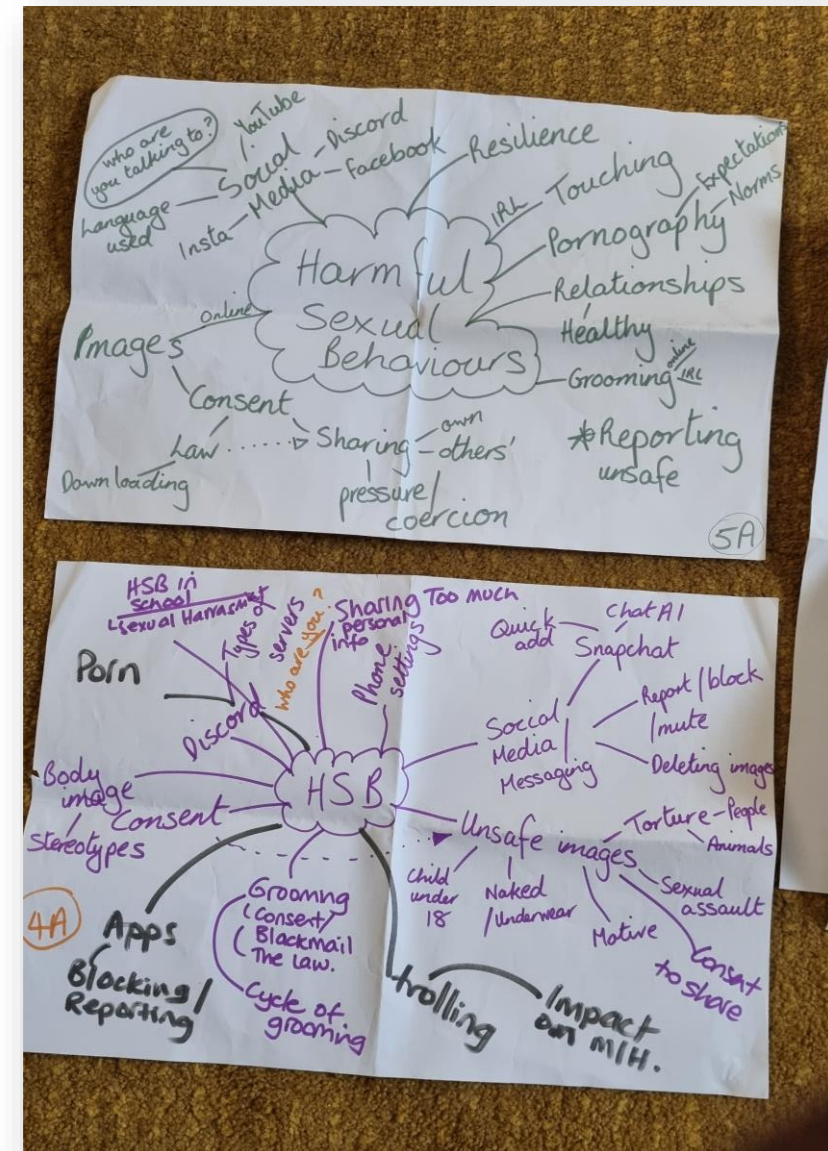




# Focus Groups

Focus Groups ran in school demonstrated that the pupils were extremely tech savvy and could navigate various different platforms and apps with ease but;

- Thought HSB was only a contact behaviour
- Were confident in blocking and reporting 'strangers' but not so much peers
- Could not identify grooming types of behaviours
- Were frequently exposed to sexual images and conversations
- Were unclear of the law
- Unclear about what is an indecent image
- Most have seen sexual images
- Could not identify 'Safe Spaces' online



# Action plans for Schools for next 6 months

## School 1:

Student survey on safety  
& relationships  
Review & revise HSB  
policies  
Staff training on HSB  
Student focus groups  
Peer mentoring program

## School 2

Simplify key messaging  
Leverage communication strategies  
Trauma-informed training  
Review and Revise HSB Policies  
Creative healthy relationships activities  
Frequent anonymous feedback  
Provide intervention in conjunction with  
existing RHSP materials  
Build and enhance curriculum to include online  
safety/resilience supports

# Questions?

