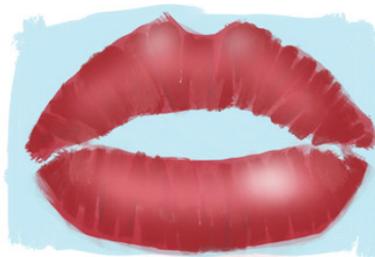
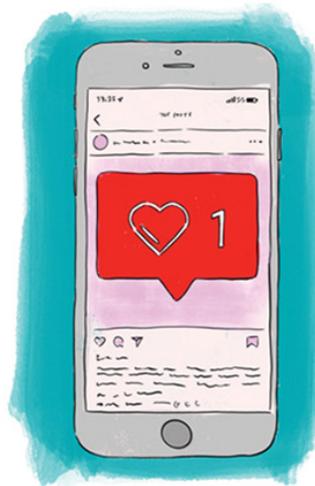
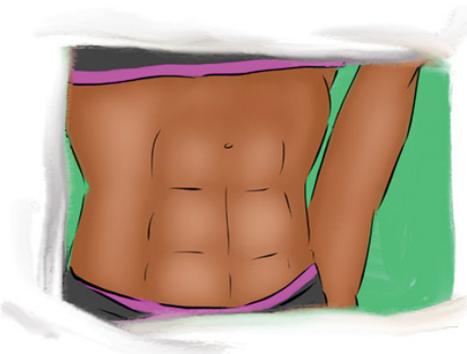


Supporting Resources: “We don’t tell our teachers”

Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales

December 2021



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Explanatory Note

This Supporting Resources document has been produced to help schools to evaluate the effectiveness of their current provision for relationships and sexuality education and plan for improvement. We have included relevant and important Welsh Government guidance, shared details of useful resources and provided links to relevant reports published in recent years. We have also included key messages from research to help inform schools as they plan their provision for the Health and Wellbeing Area of Learning and Experience as part of Curriculum for Wales.

By kind permission of Professor EJ Renold, Cardiff University, we have included the pupil focus group booklet and the tutor booklet used during our school visits. We have also included the pupil questionnaire. These are now available for schools to use if they wish to gather pupil views as part of their self-evaluation and improvement work.

Finally, we have included a synthesis of the full findings of the pupil focus group activities and a full analysis of the pupil questionnaire. The main report contains a summary of both.

National guidance documents, reports and resources for schools

Welsh Government guidance

[Guidance for education settings on peer sexual abuse, exploitation and harmful sexual behaviour 2020](#) (Welsh Government, 2020a)

This guidance provides education settings with practical tools to prevent and respond to instances of peer sexual abuse, exploitation and harmful sexual behaviour taking place both inside and outside of school. This includes digital abuse and exploitation. The Welsh Government advises education settings to use this guidance to put in place clear policies to prevent and respond to instances of peer sexual abuse, exploitation and harmful sexual behaviour, so that all children who attend their setting can realise their right to be safe and their right to an education

The guidance gives examples of what sexual harassment and digital sexual abuse and harassment may look like in practice. It describes how education settings have a statutory duty to safeguard children and young people, promote their welfare and uphold their rights. The guidance highlights the importance of remembering that both boys and girls can display harmful sexual behaviour. Evidence suggests that welfare responses tend to be given to girls, whereas boys' harmful sexual behaviour is seen as a criminal justice issue. Children who have experienced peer sexual abuse, exploitation and harmful sexual behaviour should be supported to speak out, listened to and able to access the help they need, both in and out of education settings.

The guidance shares advice about how to implement a whole school approach in relation to sexual harassment and abuse and how to engage with parents.

It includes key features of a successful multi agency approach in responding to peer sexual abuse, exploitation and harmful sexual behaviour.

[Sharing nudes and semi-nudes: Responding to incidents and safeguarding children and young people – Keeping safe online – Hwb \(gov.wales\)](#) (Welsh Government, 2020b)

This is a Welsh Government document specifically written for headteachers, safeguarding leaders and senior leadership teams in education settings. There is also a practitioner guide available for teachers. The guidance aims to support schools and further education colleges in responding to incidents of sharing nudes or semi-nudes (previously referred to as 'sexting' and encompasses all types of image sharing incidents) and ensuring their response is part of their safeguarding arrangements.

The guidance states the importance of not criminalising children unnecessarily. Young children creating and sharing nudes and semi-nudes may be putting themselves and others at risk, but it is often the result of natural curiosity about sex and their exploration of relationships. The guidance stresses the importance of considering incidences on a case-by-case basis.

The report shares guidance on the use of assessment tools such as Hackett's 'Continuum of children and young people's sexual behaviour model'. It also includes a handling responses flow chart to guide school staff when they deal with incidents. There is guidance for teachers on how to approach this safely – considering safeguarding issues, the perspective of the child/young person, promoting dialogue and empowering them. It makes clear that external practitioners should only be used to enhance an education setting's provision, and not to provide stand-alone sessions in isolation.

[Violence against women, domestic abuse and sexual violence: guidance for governors | GOV.WALES \(2016\)](#) (Welsh Government, 2016b)

This Welsh Government guidance informs school governors of the issues surrounding violence against women, domestic abuse and sexual violence, and the need to have an appropriate policy in place to help staff to recognise the signs of abuse and how to get help for themselves, to assist their colleagues and the young people in their school. The guide contains a number of actions that governors can take to make their school safer. There is a checklist to enable governors to determine how well their school is equipped to support children and young people on issues of violence against women, domestic abuse and sexual violence. The Violence against Women, Domestic Abuse and Sexual Violence (VAWDASV) (Wales) Act 2015 sets out an expectation that school staff receive relevant training to help them identify and understand violence against women.

The Welsh Government five-year **[Violence against Women, Domestic Abuse and Sexual Violence: National Strategy 2016-2021](#)** (Welsh Government, 2016c) is currently being reviewed, and issues relating to young people have been considered throughout. A public consultation on a draft new strategy is planned for later in 2021.

The VAWDASV group in Welsh Government continues to fund Hafan Cymru's (2021) Spectrum project, which promotes the importance of healthy relationships and raises awareness of VAWDASV. Spectrum also delivers training for school staff and governors about understanding the impact of domestic abuse on a child and promotes a whole school approach to tackling domestic abuse.

[National-action-plan-preventing-and-responding-to-child-sexual-abuse.pdf \(gov.wales\)](#) (Welsh Government, 2019)

This Welsh Government document on preventing and responding to child sexual abuse was published in July 2019. Objective 2 is 'Increased awareness in children of the importance of safe, equal and healthy relationships and that abusive behaviour is always wrong' (Welsh Government, 2019, p.6). It includes a section on peer-on-peer harmful sexual behaviour. There are four actions in total to achieve Objective 2. The first two are for Welsh Government and the latter are for Safeguarding Boards (Welsh Government, 2019, p.8):

- Issue Relationships and Sexuality Education in Schools Guidance
- Develop a poster campaign on unsafe and unhealthy relationships for children and parents/carers
- Promote information to children and parent/carers on healthy/unhealthy relationships

- Develop a clear referral pathway for children who display inappropriate sexualised behaviour to receive and early help assessment

The document clarifies why early intervention and support is important to prevent harm to both victims and perpetrators and to protect them from further harm or abuse of other children.

[Enhancing digital resilience in education: An action plan to protect children and young people online \(Welsh Government, 2020\)](#)

Originally published as the Online safety action plan for children and young people in Wales in July 2018, the action plan set out the Welsh Government's commitment to working with a range of partner organisations to enhance online safety provision, policy and practice across Wales. In 2020, the action plan evolved to reflect the important role cyber resilience and data security has in ensuring children and young people are safe and secure online. Providing a progress update on the original actions, it sets out the details of 71 actions, including 26 new workstreams, which are being taken forward by Welsh Government to enhance digital resilience provision, policy and practice across Wales.

Particularly relevant actions include the work with partners such as NCA-CEOP (action 2.19), Common Sense Education (6.10) and Childnet (action 6.11), to make bilingual online safety education resources available to schools in Wales on Hwb. These resources can support practitioners to address the issue of online sexual harassment, including the sharing of nude images, and discuss healthy and unhealthy relationship behaviours with their learners. (See [Online sexual harassment](#), [Sharing nudes and semi-nudes](#), [Online relationships](#) and [Online bullying](#) issue pages on the [Keeping safe online](#) area of Hwb)

[Keeping learners safe | GOV.WALES](#) (Welsh Government, 2016a)

Comprehensive guidance for local authorities and governing bodies on arrangements for safeguarding children

Resources and toolkits

These useful resources and toolkits that are available, free of charge, to schools to support their relationships and sexuality education programme.

[Agenda](#) (n.d.) – Supporting children and young people in making positive relationships matter

Agenda is a resource for educational practitioners who want to support children and young people aged 7-18 to make positive relationships matter in their school and community. This free and downloadable resource has been co-created by Cardiff University, NSPCC Cymru/Wales, Welsh Women's Aid and the Children's Commissioner for Wales. It is suitable for secondary schools and covers a broad range of relevant topics.

A further resource for schools, [Crush](#) (Agenda, n.d.) has now been developed and is specifically designed to help schools develop their RSE programme.

'We don't tell our teachers' – Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales – Supporting resources

Violence against women, domestic violence and sexual violence toolkit for schools and FE colleges:

[Violence against women, domestic abuse and sexual violence \(VAWDASV\) educational toolkit | GOV.WALES](#) (Welsh Government, 2016b)

Childnet International (2018a) [Step up, speak up: Teaching Toolkit](#): a series of lesson plans and activities for 13-17-year-old pupils that address online sexual harassment amongst young people:

How to respond to incidences of pupils sharing nudes toolkit:

<https://hwb.gov.wales/api/storage/6ad01b82-3a2c-4bf4-bd21-f5bac42655a4/sharing-nudes-and-semi-nudes-guidance-for-education-settings-in-wales-final-english-011220.pdf> (Welsh Government, 2020b)

Peer-on-peer abuse toolkit:

[farrer--co-safeguarding-peer-on-peer-abuse-toolkit-2019.pdf](#) (Farrer & Co, 2019)

NSPCC Resources on peer-on-peer sexual abuse in education and healthy relationships 2021:

[Resources on peer-on-peer sexual abuse in education and healthy relationships | NSPCC Learning](#) (NSPCC, 2021a)

Step up, speak up Toolkit (13–17-year-olds) Resources on peer-on-peer sexual abuse in education and healthy relationships 2021:

[Repository – Keeping safe online – Hwb \(gov. wales\)](#) (Hwb, n.d.)

Guidance and training for schools to deal with online harmful sexual behaviour:

[Supporting children who display harmful sexual behaviour online – Childnet](#) (Childnet International, 2018b)

An evidence-informed framework for children and young people displaying harmful sexual behaviours NSPCC:

[Harmful sexual behaviour framework | NSPCC Learning](#) (NSPCC, 2019)

This framework includes a helpful assessment tool for education professionals to use to assess the level of appropriateness of children and young people's sexual behaviour

Services from external agencies available to schools

[Welsh Women's Aid Children Matter project](#) (Welsh Women's Aid, 2021a)

This project works to ensure the needs and experiences of children and young people impacted by domestic abuse are identified and met. Welsh Women's Aid aims to make sure that all children and young people understand domestic abuse and the help available, and that those affected by domestic abuse are identified, supported and protected, have access to high-quality specialist services in every area, and are supported to recover from the abuse to develop their full potential. The organisation does this by promoting education and community approaches to prevention and early intervention, challenging inequality between girls and boys, improving safety and minimising the immediate and future impact on children and young people of witnessing or experiencing violence and abuse.

Their work includes prevention work in schools and communities to minimise adverse childhood experiences.

NSPCC Learning 'Speak out Stay Safe' Online programme for primary school pupils (NSPCC, 2021b)

The [Speak out Stay safe programme | NSPCC Learning](#) is an online safeguarding programme for primary aged children but could also be used with Year 7 pupils.

The Childline Remove Photo Service (Childline, n.d.)

This is a helpful advice document and [toolkit](#) to help young people and schools to remove from the internet any nude images or videos that have been shared online

Estyn reports

[Healthy and Happy](#) (Estyn, 2019) – School impact on pupils' health and wellbeing.

[A review of healthy relationships education](#) (Estyn, 2017)

[Celebrating Diversity and promoting inclusion](#) (Estyn, 2020) (Good practice in supporting lesbian, gay, bisexual and transgender learners in schools and colleges)

[Involving Parents](#) (Estyn, 2018) – Communication between schools and parents of school-aged children

Key messages from research

Harmful sexual behaviour

The term 'harmful sexual behaviour' (HSB) is used to describe a continuum of sexual behaviours, from normal to abusive and violent. There is a range of common and healthy behaviours at different developmental stages. When a child or young person behaves in ways considered to be outside this range, their behaviour may be called 'harmful' because it is harmful to themselves or others.

Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, which should help professionals identify which behaviours are potentially harmful and which represent healthy sexual development.

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Content issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion or force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is psychologically and/or sexually arousing to the perpetrator • Sadism

In 2011, the Department for Education of the UK Government published a review of the commercialisation and sexualisation of childhood, examining the pressures children are under to grow up too quickly. [Letting children be children: Report of an Independent Review of the Commercialisation and Sexualisation of Childhood](#) (Bailey, 2011) draws on research with children and young people and identifies how our culture has become increasingly sexual and sexualised. This can be evidenced by the increase in sexualised and gender-stereotyped clothing, products and services for children. In addition, the report considers the pressures on children from a range of commercial sources such as companies who 'push the boundaries' when advertising to them. The report recommended defining a child as under the age of 16 in all types of advertising regulation.

In 2013, the Children's Commissioner for Wales published a joint funded report designed and conducted by Professor EJ Renold of Cardiff University. [Boys and Girls Speak Out: A Qualitative Study of Children's Gender and Sexual Cultures](#) (Children's Commissioner for Wales, 2013) explores how sexuality and sexual learning are part of children's everyday lives. Children are actively negotiating and learning about the contradictory ways in which sexuality shapes who they are, how they feel in their bodies, how they relate to others and how others relate to them. The report found that adults' fears of children 'growing up too soon' are disconnected from children's own experiences. Boys and girls who took part in the work talked about 'looking older' or 'looking sexy' in very different ways (Children's Commissioner for Wales, 2013, p.39). 'Looking older' (e.g. wearing high heels or cultivating 'six packs') was rarely about 'being sexy' for children aged 10-12. For a few children, particularly girls, ageing up was a bid for social autonomy and a desire to be given more freedom by other adults in their lives. For others, looking young was risky and looking older was about protecting themselves from peer violence in their community. Girls of all ages talked about their bodies being constantly judged and valued. In addition, many girls reported experiencing verbal sexual harassment from within their own peer culture (boys and girls) and from older boys, and more so in public places than online. The report found that many children, although still young, were angry about having to live in a sexist peer culture and society.

In 2017, the NSPCC published the [Impact and evidence series: Children and young people who engage in technology-assisted harmful sexual behaviour. A study of their behaviours, backgrounds, and characteristics](#) (Hollis and Belton, 2017). This report draws on data from the NSPCC's Turn the Page service, which supports children and young people aged 5-18 who display harmful sexual behaviour. The report draws on a sample of 91 boys and young men. The study found that the most common form of technology-assisted harmful sexual behaviour was the possession or distribution of indecent images, this includes sexting images, developmentally inappropriate use of pornography, sending sexual texts, including sexting without images and exposing other children and young people to pornography.

In 2017, Stonewall Cymru published a report [School Report Cymru: The experiences of lesbian, gay, bi and trans young people in Wales' schools in 2017](#) (Stonewall Cymru, 2017). This report finds that more than half of lesbian, gay, bisexual, transgender or questioning (LGBTQ+) pupils in Wales (including 73% of transgender pupils) are bullied at school for being LGBT. Three in five LGBTQ+ pupils 'frequently' or 'often' hear homophobic language in school. Nine in ten

LGBTQ+ pupils regularly hear phrases such as 'that's so gay' or 'you're so gay'. However, around half of LGBTQ+ pupils who experience homophobic, biphobic and transphobic bullying never tell anyone about it.

In 2018, the Centre of Expertise on Child Sexual Abuse published a report, [Key messages from research on children and young people who display harmful sexual behaviour](#) (McNeish and Scott, 2018). The Centre of expertise on CSA is an independent multi-disciplinary team, funded by the Home Office. Hosted by Barnardo's, the team works closely with key partners from academic institutions, local authorities, health, education, police and the voluntary sector. The report states that there are no accurate figures on the full spectrum of HSB. The majority of children and young people displaying HSB do not become sexual offenders as adults. HSB in pre-adolescent children is more likely to be at the 'inappropriate' or 'problematic' end of the continuum rather than being 'abusive' or 'violent' (McNeish and Scott, 2018, p.2). Young children may be 'acting out' abuse they have experienced themselves or responding to other trauma and neglect. The early teens are the peak time for the occurrence of HSB, most of which is displayed by boys. There are some gender differences, with girls tending to be younger when their HSB is identified.

The report states that there is limited published research on effective interventions, particularly at the 'problematic' end of the HSB continuum. However, there is a general consensus that interventions need to be holistic and child focused and involve families. Services should avoid stigmatising children and young people as 'mini adult sex offenders' (McNeish and Scott, p.2). The most effective prevention education takes a 'whole school' approach to healthy relationships, is longer-term and involves young people in development and delivery. Bovarnick and Scott (2016), as quoted in McNeish and Scott (2018, p.7), argue that 'alongside classroom-based sessions, the best schools consider how they promote healthy relationships across the curriculum, in their bullying and safeguarding policies, in their pastoral support and in the information and support they provide to parents'.

In 2020, the NSPCC explored the safety of children and young people in the UK, using 10 indicators in their report, [How safe are our children 2020?](#) (Bentley *et al.*, 2020). In the chapter on adolescent harmful sexual behaviour (HSB), the report states that the law in relation to sexual offences was never developed with the needs of children and young people who display HSB in mind. According to the report, this makes it often an ineffective and stigmatising process for dealing with incidents of HSB amongst adolescents. This research highlights that under-18s may be responsible for at least one third of recorded sexual offences against children and young people in the UK. The vast majority of abuse is perpetrated by boys, with girls typically over-represented among victims. The average onset of HSB among boys tends to be around the ages of 13 to 14, coinciding with the onset of puberty.

The report states that preventing children and young people who have displayed HSB from abusing further victims is a key safeguarding goal. But young people who have displayed these behaviours also need to be protected and, like their victims, have a right to nurture, respect, family life, education and social inclusion. That means embedding these rights in responses for young people who have displayed harmful sexual behaviour, even when their actions have caused considerable harm to others.

The reports says that all young people need to have support and guidance from trusted adults, to answer their questions and help them to navigate their sexual development in a safe and positive way. All need positive and consistent messages from the adults responsible for their welfare (professionally or otherwise) about sex and relationships, and about keeping safe and being respectful on and offline.

In 2021, in their report [**'I trust them' Children and Young People in Wales: sources of resilience in the community: Results of Welsh Women's Aid's Survey**](#), Welsh Women's Aid (2021b) explored sources of resilience in communities through an online questionnaire for 13 to 25-year-olds. The report found that the internet is widely considered as one of the main sources of support for children and young people. Eighty per cent of respondents said they consult the internet for support and guidance. No one stated that they would seek support from the Police. Young people aged 13-17 were also less likely to seek support from 'education'. The supportive qualities most valued by young people were receiving impartial advice, being trusted, feeling safe, and not being judged. The main barrier to seeking support was lack of trust that conversations would remain confidential, particularly professionals informing parents. Other barriers included feeling unwelcome and lacking in confidence.

Full findings from pupil focus groups

Methodology

We visited a broad range of schools with secondary aged pupils across Wales. We ensured that we included a broad and comprehensive sample of schools in terms of size, geographical context, socio-economic context and language medium. We visited a proportionate amount of faith schools to the percentage of secondary schools in Wales that are classed as a faith school.

Inspectors did not share with schools why they had been selected but gave clear assurance that our role was not an investigatory one. We also gave assurance to headteachers that we would not be naming schools in the report and that all findings from interviews, document scrutiny, focus groups and questionnaires would be anonymised. This is because of the sensitive nature of the topic and in order to protect schools, staff and pupils.

School visits included the following activities:

- Initial and final meetings with the headteacher
- Meetings with the senior leader responsible for wellbeing and with the designated safeguarding lead
- Meeting with the school leader responsible for Personal and Social Education, Relationships and Sexuality Education and/or Health and Wellbeing Area of Learning Experience
- Meeting with a group of teachers
- Meeting with a group of teaching support staff
- Mostly single sex pupil focus groups for two separate year groups in every school (Years 8-13)
- Pupil questionnaire
- Scrutiny of relevant school documents to include bullying reports, a sample of PSE schemes of work, a sample of whole school/year assembly presentations

We also offered the possibility of holding specific focus group sessions or meetings with active and well-established school LGBTQ+ groups if schools so wished.

During our visits to school, we conducted focus group activities and worked with pupils from Year 8 to Year 13 across 35 schools. We nominated two different year groups in each school and randomly selected 6 girls and 6 boys in each year group. We shared these names with school leaders around a week before the school visits and asked them to check for suitability in terms of emotional resilience and vulnerability. We selected extra pupils to replace any child that the school considered too vulnerable to take part. We asked schools to meet with the selected pupils and ask each one to invite a friend. The friend could be of any gender. Many pupils chose to bring a friend of the same gender, which meant that we had groups of mainly boys and mainly girls. The few mixed groups worked just as well as single sex groups. We also invited schools that had an active and well-established pupil or pupil/staff LGBTQ+ group to ask them if they wanted to take part in a specific focus group. In total, we saw 6 LGBTQ+ groups.

Each selected pupil and their friend was given a pre-visit information sheet and schools corresponded with parents on our behalf. Parents were given the opportunity to opt their child out of the focus group activity. Only a very few parents chose to opt out.

Inspectors and pupils worked from paper booklets. The focus group activities were a blend of oral discussions and writing activities. This decision was to enable pupils who wanted to talk to do so at the same time as allowing quieter, less confident or more introvert pupils to write down their thoughts. All the contributions by pupils were anonymous. Visiting inspectors did not ask them for their names nor the name of their school on the booklet. At the end of the sessions, pupils were asked to complete an anonymous online questionnaire.

In all activities, inspectors ensured they did not ask leading questions, nor did they offer model answers in activities/tasks. They encouraged pupils to think for themselves and there was no pressure on pupils to complete all or even any of the activities if they didn't wish to do so. At the start of the sessions, inspectors made clear to pupils that they had a right to leave at any point and they then modelled consent throughout the sessions.

We wish to acknowledge the guidance and support Professor EJ Renold, Cardiff University gave prior to and during the co-creation of the focus group booklet. We are grateful to Professor Renold for her permission to publish the tutor focus booklet with these supporting resources for school use.

Support Clouds



At the start of the pupil focus group sessions, inspectors spoke about sources of support and exemplified who they personally turned to for support. They mentioned who featured in their 'support cloud'. Pupils were then asked to list who they could turn to for support if they were worried, unhappy, afraid or had negative feelings. They were told that this could also include a hypothetical possibility or previous experience of peer-on-peer sexual harassment.

Most pupils mentioned three or more different sources of support. Most boys and girls mentioned friends in their support cloud. Girls mostly named around 4 or 5 of their personal friends while boys named one or maybe two. A few girls noted that they would 'only turn to their friends as they wouldn't trust anyone else'. Many pupils mentioned parents or family members and grandparents were mentioned often. More boys mentioned their parents than girls, particularly their mother.

A majority of the boys mentioned a named, trusted teacher. In contrast only a few girls said they would go to teachers for support. A few pupils overall mentioned wellbeing support staff and, in many schools, these tended to be the same members of staff named several times.

Only a very few pupils – less than 10% – mentioned outside support services such as Childline, NSPCC and the police. In a few schools, pupils did not show any awareness of external agencies that would be able to listen to them and help. Only a very few faith school pupils said they would turn to their church or a religious figure for help. A minority of pupils in independent boarding schools said they would talk to their houseparent.

A few pupils, mostly girls said they would keep worries and feelings to themselves, some of these saying they would **"talk to themselves"**. One pupil said that **"I would talk to myself because no one listens"**. A very few pupils said they did not want to speak to anyone or could not speak to anyone else about this topic and would **"internalise"** it. One pupil said, **"the best thing I can do is pretend like I'm fine because there's people out there that aren't as fortunate as me so feel like I'm being ungrateful when I feel down or sad"**. One girl said, **"I genuinely have no idea, I would be too scared to, I think"**. A small minority said they would also turn to their pets for support.

Many LGBTQ+ pupils noted that they would talk to themselves as they are anxious about talking about their feelings around gender and sexuality with others. This is often done by sending messages to themselves. One pupil said, **"I don't open up to anyone because I feel stupid and I'm bothering them"** and another **"I feel anxious about telling people about how I feel"**. The general feeling with this group

of pupils was that many of the pupils disliked **“opening up to anyone”**. Around half of the older LGBTQ+ pupils said they would turn to their girlfriend or boyfriend as they were the only ones that understood what was going on as it was happening to them as well. Only a very few said that they would turn to an organisation such as ChildLine – and this was only if the situation **“got serious”**. In one school, nearly all of the LGBTQ+ pupils said they would turn to a certain member of staff – the same person was named each time.

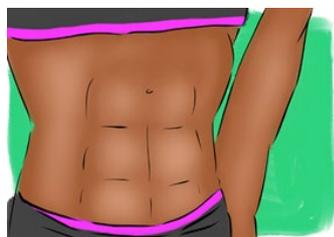
Visual images

In this activity, pupils were asked to look at a series of eight images. These images were a muscular torso or 'six pack', a mobile phone, a skirt, a games console, a school corridor, school toilets, a school bus and some painted lips. Inspectors did not refer directly to peer-on-peer sexual harassment, but asked pupils to firstly consider possible scenarios that could arise related to these images. Secondly, pupils were asked to consider how young people might deal with any issues and where they would go to for support.

Pupils were asked to select two or three images. Although a range of images were selected across schools, most pupils chose images linked to sending online messages, photos or texts and body image/body shaming. The most selected images amongst both boys and girls were the body image and the mobile phone. Many of them also chose the skirt image. More boys than girls selected the games console whilst more girls chose the lips image. A small minority selected the school corridor image but only a few selected the school toilets. In nearly all schools, pupils did not select the image of the school bus.

Generally, there was a difference between what the older pupils and younger pupils were saying. The older pupils generally framed their response more in terms that reflect what they know and what they have experienced over time whereas the youngest pupils, those in Year 8, wrote more about what they thought might be the case. Also, the older the pupils were, the more clearly they expressed things incidents of sexual harassment, whilst for many of the younger pupils (Year 8 and the majority of Year 9) it was more about bullying in general. This is to be expected due to age, experience and degree of maturity. However, it does emphasise how quickly young people's experience of sexual harassment changes with puberty.

The 'six-pack' body



The types of harassment mentioned mostly involved 'fat shaming', unwanted touching, the sexualisation or objectification of the body – both for boys and girls – and issues around fitness. The 'six pack' image also triggered a number of comments around cat-calling, name calling and public body shaming.

Many pupils spoke about peer pressure and expectations about the way they should look and consequent body shaming and bullying if their bodies do not conform with a certain image of beauty or fitness. Generally, boys and girls said that anyone can be subject to body shaming at any time and that it has a negative effect on self-esteem and their sense of worthiness.

Girls spoke about the issues and anxieties of being too skinny or too fat and that the image represented how girls feel about their bodies. Many commented about how peer pressure and comments from other girls about body image would make them feel inadequate and unattractive. Girls mentioned words such as 'cow' or 'fatty' and hurtful remarks such as **“starve yourself”** or **“hide your stretch marks”**. A high proportion of girls stated that this would result in girls dieting to lose weight so that they looked like their slimmer peers. A few described this as looking **“prettier and sexier”**. Fewer girls identified issues around direct sexual harassment from boys about body image. One pupil said, **“Schools should teach pupils, particularly girls that they are not objects and that boys should respect them”**.

A few girls spoke about pressure from television, celebrities and social media and how seeing **“the perfect female body”** may lead to girls developing eating disorders. A few mentioned that women are susceptible to receiving negative comments if they have a muscular body, **“strong women are shamed more than they are praised”**. Older pupils felt that girls are more likely to suffer harassment if they show bodies that look very toned.

Pupils understand that finding other pupils attractive is healthy and natural. However, many boys felt that girls are pressured to look good for them. They blamed other girls for this and describe the 'cat-calling' culture amongst girls that exists in school and online. A substantial number of boys were of the view that all the girls wanted a boyfriend and therefore they are prepared to alter the way they look to achieve this. One group of boys discussed the prevalence of boys judging and ranking girls' bodies and making comparisons between them based on the body shape, size or perceived level of sexiness. They agreed that they were **“guilty of staring”** at girls but they didn't perceive this as sexual harassment but rather normal boy behaviour. Many boys were of the view that when girls show any parts of their body, by wearing short or revealing clothes, they are sending out messages to boys that they are seeking sexual attention. They said it was because girls wanted attention, they want the boys to cat call them or they want to be touched.

Sixth form girls said that, too often, women feel the need to look good to mainly attract men and make themselves feel good. However, they were of the view that there was a conflict between looking too sporty or masculine and too curvy or fat. They spoke about the shallow choices that boys tend to make based on looks alone. A few older girls were upset that most girls their age are content to be attractive to boys for their body and not for who they really are.

Pupils who chose to take part in the LGBTQ+ group sessions wrote about the issues of being **“too fat or too skinny”**. Most felt that the image represents sexualising the body – with many referencing girl body image rather than that of the boys. A few mentioned personal experiences of verbal homophobic harassment because of their body shape, for example being called a **“fat lezzie”**, even though they are not overweight. A few noted that heterosexual boys would tease members of the LGBTQ+ club saying they **“fancy”** them and want to **“bang them”**. Most felt that only a few teachers would do anything about it if they heard pupils using homophobic slurs against them but said that they would talk to someone they trusted or to someone within the LGBTQ+ group for support.

In terms of types of support needed to deal with these issues, girls called for more opportunities in school to talk about body-shaming. Most pupils said they wanted more opportunities for discussion in school to stop cat calling and to consider the impact of peers making negative comments about body sizes and shapes. They felt that schools could do something to stop this by enabling more group discussions. Pupils also mentioned that having regular discussions about consent in lessons would be beneficial so that boys and girls respected each other more. Girls felt that this would mean that boys understood better what girls mean when they say 'no'. One girl said, **“there are boundaries that boys don't understand. This is wrong.”**

Another said that they would feel good if a boy said they had a nice body but would not be comfortable if they started touching or groping them. She explained that **“some boys will say you look nice and then they will expect you to kiss them”**.

The mobile phone



Boys and girls offered comprehensive responses to the mobile phone image and the possible scenarios associated with it. Generally, all girls' responses were very similar to each other as were boys' views of the problems associated with the phone. Nearly all of the commentary was about problems and negative experiences and only a handful of pupils chose to write about the benefits of having a mobile phone and the pleasure it gave them.

There were five main themes associated with the mobile phone as identified by the pupils. These were:

- peer pressure to have a high number of online 'friends', 'likes' and comments on profiles
- online bullying, posting hurtful comments about peers, in particular comments about appearance
- sexual objectification of photos of girls by boys
- asking for, sending and sharing nude or semi-nude photographs
- catfishing, unsolicited friend requests or demands for nude photos by strangers or those with a fake social media profile
- Negative attitudes towards female characters and/or when girls play digital games

Despite the fact that young people highly value their mobile phones they explained clearly the problems associated with them and how these can impact negatively on mental health. From their comments, it was clear that young people feel there is pressure to post popular comments regularly and to be 'liked' on social media. There was clear evidence of teenagers spending a lot of their time on social media posting and generating support.

“You are made to feel like you have to post to please people and get likes. There is pressure to post 24/7.”

They felt that this, together with their experiences of online bullying and harassment, impacted on their mental health and harmed their self-esteem and confidence. Most of the girls described the main problem with mobile phones as one of young people comparing physical looks with others.

Many young people mentioned receiving inappropriate messages and general bullying around this. For example, many described how girls can receive negative comments from other girls because they have shared a nice photo of themselves. A minority of girls mentioned the pressure to conform with certain expectations about shape and looks where attractive young girls regularly post pictures of themselves expecting others to make complimentary comments about them and the way they looked. In a few instances, there is more targeted bullying between girls where they spread rumours about girls' sexual activity, dare them to have sex or to send photos of themselves in their underwear, then share these photos around and call them names such as **“slag”** and **“slut”**.

“There is a lot of bullying on social media. People pick on other people because of looks. This could mentally impact people, especially if someone calls you a whore or a slag.”

A minority of girls were concerned about the effects of online bullying, saying that this could lead to anxiety, depression and body dysmorphia which could also lead to eating disorders and self-hatred. A very few talked about female friends who had experience of some of these issues.

Boys also talked widely about online bullying and peer pressure. They mentioned the pressure to be popular on social media and needing to gain 'likes' and 'followers'. Whilst admitting to doing this themselves, many realised that being in contact with strangers could lead to issues. Many boys' responses were around sending and receiving vulgar comments and texts from other boys, often related to body shaming or making fun of other boys' posts. Younger boys in Year 8 and a few in Year 9 associated this image with general bullying and saying nasty things to each other, not necessarily about their sexuality, gender or the way they looked. They were aware of how a phone or social media can be used to sexually harass others, but many had not come across any examples themselves.

In terms of sexting, sexualisation of peers and sending nude photographs, nearly all pupils from Year 10 onwards identified common issues. It is evident that pressure to share nude photographs, the loss of control over images once they have been shared and young people being made to feel guilty when they don't send photos is commonplace. Most girls identified boys asking for nude photographs of them as a regular occurrence and spoke about the constant pressure from boys to send photographs. **“it is a daily occurrence – it is very common”**. A few of the older girls stated that they felt they had no choice but to comply.

“Boys ask for nudes or keep spamming your phone.”

Most girls knew of the dangers of agreeing to send photos via text, especially when they or their friends were wearing bikinis. They were very aware that the threat of anyone sharing them further afield was very real. A few girls said that they have

received messages asking for photos of themselves naked – generally from boyfriends, who they all said ended the relationship straight after. All girls said that it is only boys who ask for nude photos but a few of them blamed girls for complying **“just to please boys and to be more liked or loved”**. In a few focus groups, girls said that boys often posted on social media that they have had sex with them when this isn't true – often making stories up and boasting about sexual exploits.

More than half of the boys spoke about being personally involved in sexual harassment of peers, for example harassing girls with nude images of strangers or other inappropriate photos or videos. Boys also talked about the pressure by other boys to send nudes or sexual content unwillingly. Many boys spoke about the prevalence of boys sharing nude photographs of girls amongst their friends and boasting about the number of nude photographs they had in their possession. In the majority of cases, boys acknowledged that this was wrong and disrespectful. A few boys felt that sending or receiving rude messages was equally as bad, because those boys who received them would nearly always share them with their friends, even though they knew they should report them or delete the message. In some focus groups, many boys said that they have sent their male and female friends sexual comments in texts, saying this is common and only a bit of fun, **“everyone expects it”**.

“We will often send comments to each other slagging girls or boys off because of what they look like or they will say that they have had sex with them when this is not true.”

A minority of older boys said that porn is shared around as **“boys want to impress their friends”**. A few boys said that they had been sent pornographic or rude photos but not of girls they know. When asked if they thought this was acceptable – a minority commented that it was **“ok as long as you don't know the girls in the pictures”**.

Overall, only a few LGBTQ+ pupils said they had personal experience of sexting, but many had heard of pupils being asked to send nude photos of themselves to girl/boyfriends. A few said that members of the LGBTQ+ community have more respect for each other than other young people.

“We are more private, and we look after each other because no-one else does. We talk about it in the LGBTQ+ club. Nothing really happens after, but we get to talk about it.”

When inspectors discussed sources of support for online sexual harassment, sexting and issues around sending nude photographs, pupils typically said they would reach out to their friends. A few noted that they have had some teacher-led activities to highlight the dangers of sexting and have been encouraged to report any incidents to their head of year. Whilst many pupils understood the need to report any activity of peer-on-peer sexual harassment on social media, they did not typically state that they would tell their teachers.

Most pupils refer to problems with 'catfishing' where pupils create fake accounts to send unsolicited images and harass other pupils. Pupils stated that catfishing was a

common problem and was usually older men targeting young girls – a substantial number of girls said that they had been targeted. A minority of girls noted that they had received inappropriate pictures and texts from strangers and not from peers. They referred to these as unwanted and upsetting.

It is clear that the majority of young people knew how to identify fake accounts and felt able to block them. Most young people understood the term 'grooming' and said they would report it if it happened to them. Many wrote about the dangers of meeting people they don't know, especially if they have been asked to send photos of themselves. They said that they would not 'friend' anyone on social media that they didn't know. Older girls talked of receiving messages from unknown men and boys on Instagram asking them to send images of themselves, **"begging us for nudes"**. When asked about what they would do in these situations and whom they would turn to for support, many pupils said they would 'block' the perpetrator, report the matter to a friend, teacher or parent or ask the police for help.

The skirt



Many pupils selected the skirt image and associated it with issues about the size of school skirts, lifting girls' skirts up and the sexualisation of girls and women because of the clothes they choose to wear. Nearly all girls identified with issues around school skirts and many boys were aware of problems associated with them.

Many girls wrote about the length and fit of school skirts and how they can be criticised by peers if the skirt is too long or too short. They explained that they are bullied by other girls if their skirts are too long and sexually harassed by boys if they are too short. They also noted that they are called names by girls as well as boys if their skirts are too tight.

"If your skirt is too short you are a slag or a slut. If your skirt is too long you are boring or frigid. If you are wearing a skirt, boys will use that as a way of consent – you are asking for it."

Another pupil said,

"If your skirt is too short you are being deliberately provocative, if it's too long you are a goody-two-shoes."

In one boys' focus group, many agreed that the skirt in the image was so long any girl wearing it would be bullied. A few younger girls said that if girls wore a long skirt like the one in the image, they would get bullied but if they wore a skirt that was too short, they **"would be called rude names"**. In one focus group, Year 8 boys said that if girls wore longer skirts, then they wouldn't be **"tempting the boys to look"**.

Lifting up skirts was mentioned by many girls and the majority of boys. Many of the girls seemed to have had a few experience of this problem during their time in school, blaming boys for **"always pulling up girls"** skirts or looking up their skirts

when they sit down'. However, a few girls noted that girls who wear short skirts **"make it easy for boys to look up them"**. A few girls also said that boys will touch their bums if they wear tight skirts to see if they are wearing any underwear and that girls tend to wear shorts under their skirts. Other girls said they wore tight skirts to make it more difficult for the boys to lift them up. They expressed annoyance that teachers tell them off for wearing tight skirts but don't tell the boys to stop groping and catcalling. In one school, all girls noted that they wear shorts under their skirts to stop boys looking up them.

We visited a very few schools where girls have to wear a regulation school skirt of a certain fit and length. Girls in these schools said that the boys will try to look up their skirts or pull them down and felt that girls should be allowed to wear trousers if they so wished and that this would be a better solution than wearing shorts underneath **"because it gets hot in the summer"**. One girl said that her primary school also had a 'skirts only' policy for girls and that she hated the way that she looked in a skirt and was miserable there.

Younger pupils in Year 8 and a few in Year 9 didn't feel the issue of lifting up skirts was a serious one. In one school, girls said that younger boys always try to lift girls' skirts up as they run by but dismissed this as boys being **"just a nuisance"** and **"there's nothing sexual involved"**. Younger boys commented that they have seen older boys lift skirts and put their hands up them and said they thought this was **"for fun"**. In a minority of focus groups, boys discussed incidents where they have lifted skirts because they have been dared by their peers to do it and earn social approval for doing so.

There is a substantial debate about girls' choice of clothes and how other girls and boys perceive this. Several girls mentioned peer pressure to roll up their school skirt to look better, and of then being sexualised by both boys and girls. Girls reported that the shortness of the skirt attracts comments, 'banter' and attention from boys, but a few boys feel that the shorter the girl's skirt, the more they are allowed to comment or act as they think that this is what girls want. In one LGBTQ+ group, nearly all noted that **"popular girls will roll up their skirts to attract boys but then complain if they get touched or if people start calling them slag"**. A few believed that girls deliberately roll their skirts up to get a girlfriend or a boyfriend. In a Year 9 girls' focus group in one school, many believed that girls in their year try to sexualise themselves and get into trouble.

"They're trying to get attention from boys and impress the girls."

A few girls talked about pressure from other females to wear shorter skirts. These girls said they didn't like wearing short skirts, but all their friends do so they copy them. They describe how they feel anxious if they follow the trend but also about anxieties they will experience if they don't. Very few boys showed any empathy towards girls because of this conflict they may experience. In a few sixth form groups, older boys did discuss the issue of objectifying girls and societal blaming of women for their choice of clothing. They agreed that this was wrong and needed addressing.

“Men believe if girls are wearing revealing clothing, they deserve what happens to them. We should teach men to control themselves.”

A majority of girls told us that teachers say short skirts are distracting and inappropriate. They maintained that skirt length **“should be a personal choice and not dictated by the actions of boys”**.

“Teachers pick on girls for skirt shape and length because boys can't control themselves. Teach boys to be respectful not change what a girl wears.”

A minority of pupils identified telling their parents and getting help from teachers as potential support. They also felt that explicit teaching on this subject in lessons by teachers and by the school police officer would be particularly helpful.

The games controller



More boys than girls selected the games controller and had more to say about the problems associated with online games. In a few schools, none of the girls chose this image in any of the focus groups. Girls who spoke about this mostly identified the problem around inappropriate games that often shame women. Girls spoke about the sexist portrayal of women in some games where girls are treated in a derogatory and sexualised

manner. Girls said that a few boys simulate this tone in the way they speak to girls during online games. One girl said, **“boys treat women differently because games portray women as being inferior to men”**.

A few girls noted that as soon as boys hear a girl's voice online, during a game, boys always try to sexualise them. They feel that gaming is known as a **“boys' thing”** so, if a girl plays, people assume she wants boys' attention. Girls also talked of graphic violence and inappropriate language in the games that boys tend to play. Boys talked of potential sexual harassment and bullying towards girls whilst playing games online, such as sexist assumptions that, because they are a girl, they are automatically a weak player and sexualising someone because of their voice in a games voice chat.

The most common issues relating to the games controller, as identified by boys, were those of harassment by possible paedophiles or strangers contacting them, receiving inappropriate or sexual messages in the chat forum, or other boys patronising their ability as a player. One older boy wrote about the overall level of toxicity of language used in gaming forums, including the normalised use of terms such as 'slut' and 'whore' when referring to women.

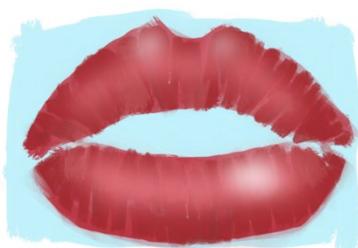
Many boys identified grooming by older people as a significant online risk. This includes unknown people contacting boys and sending 'friend requests'. A minority of boys noted that random people often come online and that it is **“too easy to**

communicate with people you don't know" via online games. They added that this can lead quickly to misguided trust but that they knew to block them if they had suspicions or didn't know who they really were. Nearly all were aware that they shouldn't talk to people who they didn't know online or accept friend requests from strangers. Most knew where to go to for support and how to report any suspicious profiles.

Younger boys talked of older boys harassing them in a game 'voice chat' and asking **"uncomfortable things"**. Most boys said that they had played games that they are legally too young to play. Older boys play these games and often the younger boys say they are pressurised into swearing and **"talking dirty"**. Many boys commented on issues around gaming where people made inappropriate sexual comments anonymously in 'party chat rooms'.

Although boys openly admitted to playing games that they weren't legally permitted to play, many suggested having tighter controls and better support for young people to stick to age guidelines as possible solutions to the problems arising from online gaming. They also suggested talking about problems with parents, blocking unwanted contacts and reporting them to the gaming helpline.

The lips



The image of the lips generated comments about physical appearance, make-up and the issue of consent. In a very few cases, pupils identified general bullying and hurtful comments as main issues from the lips image. Only a minority of pupils selected the lips image to discuss and more girls than boys wrote comments.

Most girls mentioned peer pressure and negative comments around the wearing of make-up or not wearing make-up. They explained how girls can make hurtful comments about make-up use.

"Her friends loved her wearing make-up, but she still got people being mean – like saying she's trying too hard."

A few spoke about how girls' low self-esteem about their looks, or issues with teenage acne or spots can lead them to use make up from a young age. They talked of how they **"hate the way they look"** and how upset they were because their schools disallowed make-up. This may lead to significant emotional problems for them. A few boys felt that this image was about wearing too much make-up and that girls who wore make up would be **"picked on and called names like slag"**.

The majority of girls saw the lips image as relating to feeling pressurised to have sexual relationships or being asked to do something you didn't feel comfortable with. A few said, if you didn't, the boy would **"get bored of you"** or **"gaslight you"**. Many boys felt that this related to boys trying to kiss girls when they didn't want to be kissed. They said, **"boys will always want to kiss the girls, but the girls don't always want to do that"**. One boy explained that younger boys always want to go out with older girls because **"older girls like to kiss"**. A few boys thought this represented people being kissed without their consent or by an older man or woman.

A few acknowledged that if someone wanted to kiss someone else and it wasn't consensual, then this was sexual harassment.

When asked about what they would do in a situation where they didn't consent to kissing, pupils mainly said they would tell their friends and possibly parents. Fewer pupils said that they would report this to a teacher. More pupils named Childline as a source of support for issues around consent than they did for any other scenario.

The school corridor



Generally, across all focus groups, only a few chose the scenario of the school corridor as a place for problems. In a majority of schools, no pupil discussed or wrote about serious issues relating to the school corridor. The most common themes were generalised bullying and name-calling, sexualised comments being made and homophobic bullying. A few of the older girls spoke about catcalling in the corridors.

Older pupils said that where there are larger groups of pupils congregating, it is easier for pupils to harass each other, adding that it is a **“good place because they're crowded, and no one will see you”**. They described harassment from boys as ranging from calling out comments such as **“you're gay”** or **“slag”** to purposefully bumping into girls and hitting other boys in the genital area.

A few pupils spoke about how people can be touched indecently on corridors and one suggested there is a culture or a belief that it is only 'banter' and therefore should be accepted.

The school toilets



Only a very few pupils selected the image of the school toilets to discuss potential issues. There were a few common comments from the pupils. These were related to feeling uncomfortable or unsafe because of the possibility of someone looking over the top or under the bottom of toilet doors, fears of being filmed by peers and possible voyeurism from unknown adults. There were a

few comments by concerned pupils about the quality of toilets and the prevalence of doors that didn't lock properly.

Pupils identified telling parents and teachers and friends as ways to deal with these issues. A very few referred to their school's safeguarding team as they always had posters telling pupils about them on school toilet doors.

The school bus



Less than 5% of pupils chose to discuss the school bus. There was no common theme other than verbal bullying including homophobic name-calling, more often from older pupils. A few commented on how it was easier to physically abuse peers on the school bus because of the lack of supervision.

They said that bus drivers would not be helpful in these situations but that adult witnesses on public buses might stop what was happening.

Generally, there was agreement from all pupils who discussed possible scenarios on school buses that they would tell teachers and their parents. Many said that schools should ban bullies from travelling on school transport.

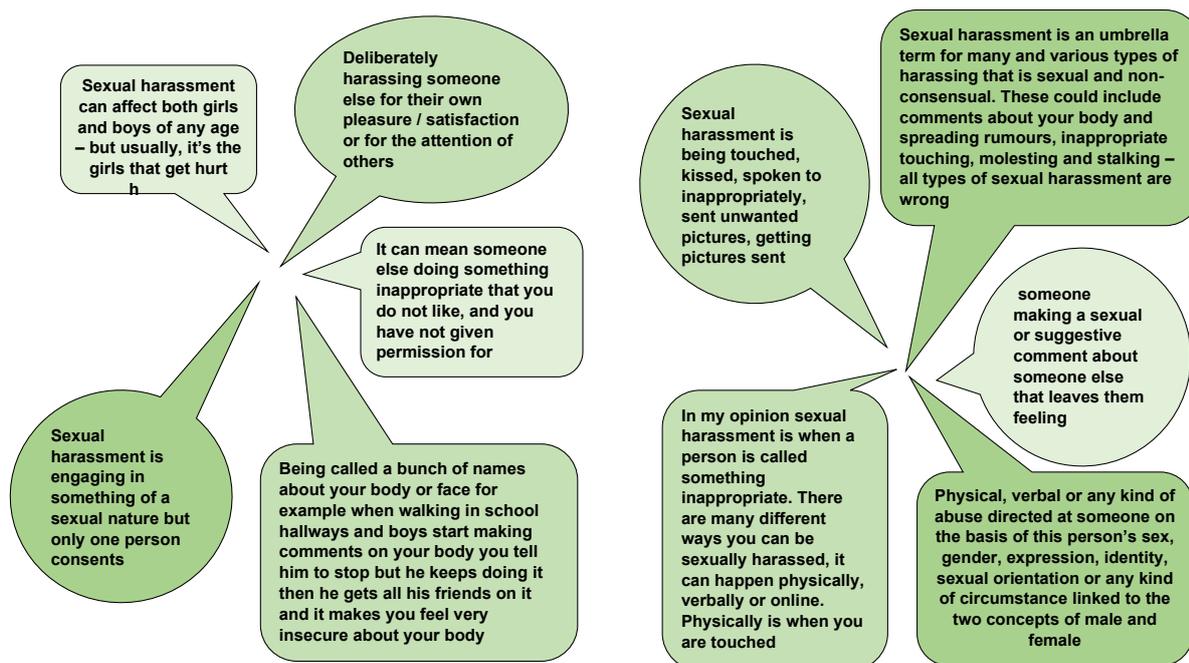
Blank page

We provided a blank page for any additional thoughts; a very small number of pupils used the blank page to highlight other forms of bullying or harassment. There were no common themes.

What is peer-on-peer sexual harassment?

Following a group discussion led by an inspector around the definition of peer-on-peer sexual harassment, pupils were asked to offer a written definition of their own. Most boys and girls had a clear understanding of what sexual harassment was. The majority referred to consent in determining whether behaviours are appropriate. Most pupils, especially girls, understood that peer-on-peer sexual harassment usually resulted in young people feeling uncomfortable, anxious or unhappy. Generally, girls wrote at length about the different types of peer-on-peer sexual harassment and their direct negative impact on victims. Boys also demonstrated understanding of the effects of sexual harassment, but they offered briefer responses.

Often, girls expressed feelings of unfairness and being subject to the whim of others. Their definitions included feeling objectified, judged and constrained and being treated with a lack of respect. Boys' views were less nuanced than the girls' and tended to focus on the most obvious aspects such as use of language and acts that constitute sexual harassment.



Sexual Harassment Jars

Inspectors asked pupils to consider the type or types of peer-on-peer sexual harassment most prevalent or likely to happen in their school. Pupils were also invited to state if there was little or no peer-on-peer sexual harassment going on. Across every school, the most common occurrences of peer-on-peer sexual harassment during schooldays were catcalling, making homophobic comments mainly towards boys, and comments about the body. In nearly all cases, the girls focused on what they were experiencing themselves and there were no comments or descriptions on what sexual harassment may be for the boys. Many boys believe that calling people names or sending rude messages around is just for fun and happens because of peer pressure – **“everyone likes a laugh and enjoys seeing other people feel uncomfortable”**.

The most common type of sexual harassment in school mentioned by both girls and boys was verbal sexual harassment such as name calling, making sexual comments, making sexist jokes or body shaming. Many girls commented on the prevalence of boys and other girls making comments about girls' bodies and using inappropriate sexual language in relation to girls.

“Boys make rape jokes and make out that it's funny. Also, boys make jokes about how they are going to use girls for their bodies.”

In a few mostly male focus groups, boys didn't feel that making sexual comments and name calling was an issue and that everyone should just **“get on with it and not be so touchy”**. However, when probed further, these boys were able to agree that this kind of behaviour was inappropriate and harmful to the victims.

Nearly all pupils commented on some degree of homophobic name calling in corridors in their schools, which often pupils and some teachers identify as **“just banter”**. Boys, in particular, said that boys were the main perpetrators of homophobic, biphobic and transphobic verbal abuse. Many LGBTQ+ pupils noted

that homophobic bullying was happening all the time and that this was the most common type of harassment in school.

“Every time we walk down the corridor, someone will call names at us.”

And,

“Pupils use sexual words to hurt pupils who are openly gay, such as gay, lezzie, minge muncher, cock gobbler or tranny.”

A minority of boys highlighted mild physical assaults as a fairly regular occurrence. This touching is usually between boys and includes kicking in the private parts and twisting each other's nipples. Younger boys described how boys tend to make fun of each other in the changing rooms.

“Boys call each other fat and gay and make jokes in the changing room about the size of your willy.”

Older boys also referred to inappropriate touching which could be seen as just 'banter' or messing about. In one school, many boys commented on a specific problem where peers deliberately forced open toilet doors.

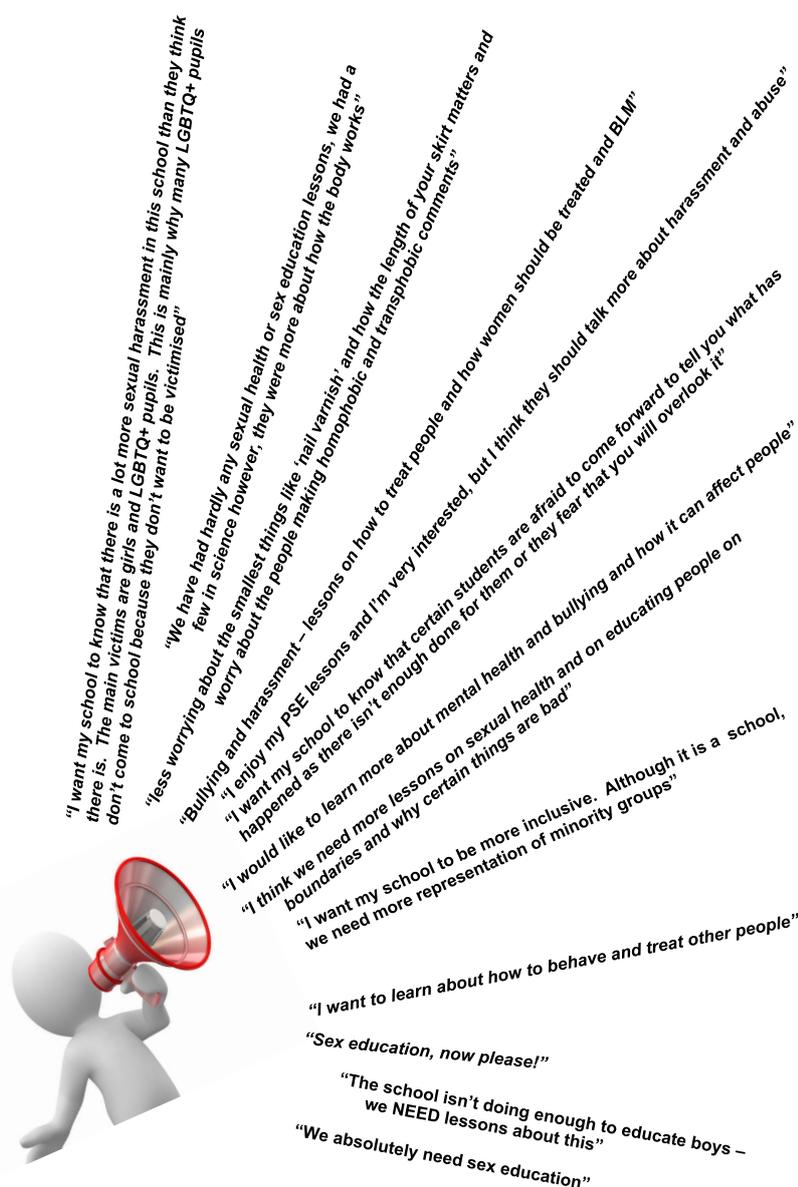
Girls mentioned lifting up skirts and a small minority of girls also spoke about experiencing other physical assaults, such as bum slapping. This was mostly from boys, but girls were also named as perpetrators. A few girls also commented on inappropriate touching in school corridors.

“Boys walk behind and grab girls' bums as a joke.”

Cat calling was also frequent among girls. Although a less frequent occurrence, both boys and girls mentioned sending or receiving unwanted images or videos via their phone during breaktimes.

In sixth form focus groups, a few older girls discussed their concerns that verbal sexual harassment during the school day would lead to more serious harassment and abuse as pupils get older. Many older girls believed sexting was one of the most common forms of harassment amongst secondary school pupils and say that assemblies were only paying lip service to a growing problem that schools cannot cope with.

I want my school to know that...



In this activity, pupils were asked to consider messages that they wanted to relay to their school or their teachers. It is clear from pupils' responses that many felt that schools underestimated the prevalence of peer-on-peer sexual harassment in the lives of young people. Pupils said that teachers did not understand the extent of the problem, in particular what was happening online.

"It is happening more than you think".

Many pupils wanted the school to know that they enjoy or enjoyed personal and social education (PSE) lessons (enjoyed in the case of older pupils who do not have these lessons anymore). They felt that some of the content, such as lessons on substance misuse, was useful and important. However, most said that schools needed to spend more time educating pupils about respect, healthy relationships, harmful sexual behaviours and LGBTQ+ rights. Many commented on the need for

time to discuss **“real life issues”** in school and that an occasional assembly about sexual harassment or another topic was **“usually not enough”**.

Many pupils across the age range wanted to tell their school that they had not had enough sex education nor lessons on homophobia and transphobia. Sixth form pupils, in particular, were eager to have more sex education. In a majority of schools, older pupils said they had had no sex education at all during their time in secondary school. Older pupils also said they would like to continue PSE lessons and discuss real life issues, relationships education and lessons on body positivity and maintaining romantic connections.

Girls wanted their school to know about the extent of verbal sexual harassment. In particular they felt that there was a lot of homophobic name-calling that affected pupils' mental and emotional health. They also felt that boys, in particular, often made inappropriate comments to girls, for example about their bodies, and that they needed to be educated to understand the harmful impact of their words. One pupil said, **“every time someone is called a horrible name their self-esteem goes lower and lower and it causes different types of anxiety”**.

Many boys said they wanted more PSE lessons.

“We need PSE to be compulsory throughout school life. You need it throughout your life and therefore we need more detail about everything. LGBT, sex education, sexual harassment, gender issues – we need more DETAIL about these subjects as well as mental health. Harassment happens due to lack of education.”

Around half of boys talked about issues in school toilets. Doors did not always lock properly and sometimes other boys deliberately opened doors when they were inside.

“I want my school to know that homophobia and nudes are very prominent and lots of toilets are unsuitable and unsafe.”

Overall, many LGBTQ+ pupils were angry or upset that their teachers do not respond when they hear homophobic names being called. In one school, a few said that they were targeted by Year 9 boys when they started in Year 7 – they were scared and didn't understand why they were being bullied. The boys would call them **“gay”** and they didn't understand what that meant at first. As they grew older, the name calling continued and they just learnt to ignore them.

Non-binary pupils wanted the school to make it clear to staff and pupils that if they changed their names, then everybody needed to know about it. They were upset that staff and pupils didn't call them by their chosen name or refer to them as 'she' or 'he' and not 'they/them'. This group of pupils felt strongly that school should deal with people who use the wrong pronouns and names, and this was directed mainly at the teachers.

Many LGBTQ+ pupils felt that their schools didn't understand the extent of the homophobic, biphobic or transphobic bullying and wanted teachers to be educated on how to spot it and deal with it.

“Most teachers don't know about what goes on, but if they do, they do nothing.”

One pupil wanted his school to organise discussions with all year groups including teachers to educate the whole learning community about the harmful impact of this kind of bullying, adding,

“Kids tell me to kill myself cuz I'm in LGBTQ+ group.”

Personal and social education

In this activity, inspectors asked pupils for feedback on personal and social education (PSE) provision in their school. They enquired about the frequency of lessons, delivery and themes. Inspectors also discussed presentations in assemblies and pupils' experience of lessons and presentations by external speakers and agencies.

There is a significant difference between provision for PSE at key stage 3 and key stages 4 and 5. The majority of pupils who receive PSE lessons at key stage 3 have one lesson per week. Where schools run a two-week timetable, pupils have one PSE lesson per fortnight. In most schools, there are no direct PSE lessons for pupils from Year 10 onwards. This is usually because the time allocated for PSE is used to deliver Welsh Baccalaureate Qualification (WBQ) lessons. In the few schools who start the WBQ in Year 9, there is usually still an element of PSE coverage for these pupils.

Many secondary schools have now trialled elements of or implemented Curriculum for Wales in part for Year 7 and possibly Year 8 pupils. An increasing number of schools now incorporate physical education, food and nutrition and PSE under the 'Health and Wellbeing Area of Learning Experience' and provide between 2 and 6 lessons of health and wellbeing per week to Year 7 or Year 8 pupils.

Pupils explained how, in a few cases, PSE lessons were delivered by experienced teachers with relevant knowledge and skills in the topics covered within PSE. When teachers from within the same department or AOLE delivered PSE, pupils said lessons were 'interesting and fun'. However, many pupils who received their PSE lessons from any subject teacher said that lessons were not always a positive experience and that **“you can tell if the teacher is interested in it or not”**.

The majority of pupils were negative about PSE lessons, though they valued the topics that should be covered through PSE. They either said that the topics they discussed were not relevant to them, the teachers delivering PSE were not enthusiastic enough about it or they did not have enough opportunities for discussion as they had to complete booklets. In a few schools, Year 11 pupils follow the SWEET programme or the Equality and Diversity programme and earn a level 2 qualification on completion. Pupils said that these courses do include some aspects of personal and social education and touch on issues around gender and sexual

equality. However, they do not recall any specific input on healthy relationships, sexual harassment or harmful sexual behaviour.

“I think we need more lessons on sexual health and on educating people on boundaries and why certain things are bad. We have had hardly any sexual health or sex education lessons, we had a few in science however, they were more about how the body works.”

In a few schools, pupils said that they **“talk about issues”** during registration periods and that this is useful. They said that relationships and bullying often came up in ‘themes of the week’ or ‘thought for the day’ sessions during morning registration. Due to the pandemic, many schools have not had physical year assemblies or whole-school assemblies for almost two years.

Most pupils commented that they liked it when external speakers came to give presentations in assembly. When asked about useful presentations and workshops, a high number of pupils couldn't recall any that they had received. However, nearly all pupils spoke about the importance of hearing **“real life stories from real people”** and agreed that the lessons and assemblies from the school police officer were highly beneficial. In a later activity, most pupils said they wanted more of this kind of provision. A majority of pupils recall particular assemblies led by the school police officer on sexting and sending or sharing nude or inappropriate images. A few older pupils have seen a video on consensual sex, known as ‘the tea video’, but felt that **“just one assembly on this wasn't enough”**. Other pupils said that they had had **“good assemblies”** on the Pride movement and LGBTQ+ rights but that there had been no opportunity for further discussion about it in lessons afterwards. Pupils had been informed during the assembly that a ‘Pride Wall’ had been set up in a part of the school but they couldn't remember any discussions or talks on sexuality issues following this.

In a minority of schools, younger pupils talked positively about their PSE lessons, which are often called ‘wellbeing’ lessons or another name which sometimes reflects the positive, engaging nature of the lessons. Pupils spoke highly of opportunities to discuss healthy relationships, including how to communicate appropriately and respectfully with peers and issues around consent. Pupils also commented on how they sometimes had useful discussions around relationships in religious education lessons, especially attitudes towards women and girls in different cultures and faiths. In one school, all pupils speak very highly about the quality of sex education lessons they receive in Year 9. Pupils say lessons are delivered by an enthusiastic teacher who makes lessons worthwhile. Issues covered include sexual health and contraception, body image, consent, sharing images, healthy and unhealthy relationships, respect and impact of harmful sexual behaviours on mental and emotional health. Here are some of the things pupils in this school said:

“These sessions have been very helpful; they help us to know what to do and what not to do.”

“The teacher really seems to know their stuff and feel comfortable talking to us.”

“We have talked a little bit about gay relationships, and this is great.”

“I'll never forget these lessons, they were fab.”

In my school....

In this short activity, pupils were asked to listen to inspectors read out eight statements and consider whether these statements were true of their schools. They had the options of fully or partly agreeing or disagreeing with the statement by choosing 'yes', 'no', or 'maybe' for each one.

Statement	Most common answer across all schools
My school understands the size of the problem around sexual harassment	The most common answer was no
My school does a lot of things to try and stop all forms of sexual harassment from happening	The most common answer was no, although in a minority of schools there were more maybe replies to this statement
I have had useful discussions about sexual harassment in lessons but only about boys against girls	The most common answer was no
I have had useful discussions about sexual harassment in lessons, including homophobic sexual harassment	The most common answer was no
I have had helpful presentations about sexual harassment in assembly	The most common answer was maybe
I knew what sexual harassment was before this session	The most common answer was yes
My school tries hard to promote a culture where pupils respect each other	Maybe and yes were the most common answers
Young people have a teacher/member of staff they can talk to about sexual harassment	Nearly all pupils answered yes to this statement

Stop, Start, Continue

In the final focus group activity, pupils were asked to consider three things. They were:

- ❖ What would you like the school to stop doing?
- ❖ What would you like the school to start doing?
- ❖ What would you like the school to continue doing?

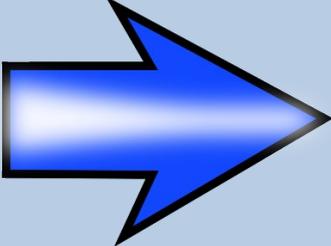
While responses naturally varied from school to school, there were many common features. Pupils were clear about what they felt was unhelpful and almost unanimous in what they felt schools are already doing that is worthwhile and what they think schools should start doing.

Key messages from pupils about the practices that they would like schools to **stop** include schools avoiding or ignoring issues of peer-on-peer sexual harassment. There were many comments about stopping schools accepting ingrained traditions of boys' making fun of each other, having sexist attitudes and making sexual references about girls. A minority of boys said that they wanted schools to stop thinking that only girls are victims of peer-on-peer sexual harassment. There was also a common theme of pupils wanting to stop the many similar or repeated PSE lessons they have had on the same theme, such as drug and alcohol misuse.

There was a common and clear appeal from pupils for schools to **start** providing sex education lessons. Many expressed their desire for more PSE lessons in general and for lessons on harmful sexual behaviours and their impact on pupils' mental health. A minority mentioned having regular pupils focus groups where pupils could be encouraged to express themselves openly. Most pupils from Year 10 onwards expressed the need for schools to provide better coverage on LGBTQ+ issues and for more support for this particular group of people.

Pupils were unanimous in their views that schools should **continue** with lessons and assemblies by the school police officer. In fact, no pupil in any school made any negative comment about the contribution of their particular 'PC' in the life of the school. It is evident that all pupils across all areas of Wales valued this provision.

There was strong agreement by pupils that schools should continue to have external speakers and “**real life people who talk about real life problems**”. Many pupils commented on the need for schools to continue to provide the support they needed and to have the right staff to talk about problems with them. A minority of pupils said they wanted their schools to continue to talk about and promote respect. These pupils were those who attended schools with a strong ethos of respect and diversity.

		
<p>“sweeping incidents under the rug!”</p> <p>“portraying boys as the only perpetrators”</p> <p>“avoiding the issue”</p> <p>“telling girls off for their skirts but not educating the boys”</p> <p>“letting people get away with it”</p> <p>“repeating lessons of drugs”</p>	<p>“paying attention to LGBTQ+ issues”</p> <p>“a pupil group to talk about these issues”</p> <p>“giving more PSE”</p> <p>“Sex education lessons”</p> <p>“teaching boys about toxic masculinity and promote a culture where it is eradicated”</p> <p>“having Pride celebrated”</p> <p>doing a lot more assemblies and having time to talk about it afterwards”</p>	<p>“talking about respect”</p> <p>“talking about it in assemblies”</p> <p>“having people to talk to in confidence”</p> <p>“lessons with the police”</p> <p>“getting people with real life problems to talk to us”</p> <p>“doing what you’re doing to support us”</p> <p>“encouraging debates and discussions about sexual harassment in lessons”</p>

Reflections

At the end of the focus group sessions, all pupils were invited to give feedback to the inspector about the session. Nearly all the responses were positive, with pupils saying that they had enjoyed the session and had particularly valued the opportunity to share their opinions and feelings. In many cases, pupils called for more opportunities like this session to discuss issues that affect their wellbeing and mental health.

Inspectors were overwhelmed with some of the responses from pupils and the level of appreciation they showed at being able to talk openly about the issue of peer-on-peer sexual harassment. Many pupils used the words ‘grateful’ and ‘thank you’ for the opportunity to be part of the discussions. A few older pupils reflected that the depth of detail in the discussion was not usual in PSE lessons they had attended. LGBTQ+ pupils, in particular, voiced their sincere appreciation for being able to be part of the piece of work.

Reflection Card

We would be very pleased to find out what you thought of the session and how useful it was to you. If you wish to, please write a reflection on the card. If you would like to speak to someone after this session, a teacher, a member of staff or someone else, please would you write your name on the card so that we can help make that happen.

"I think that the session went well. The inspector was respectful of people's views and if they felt uncomfortable"

"We learned more in this than in the past 7 years at school"

"I enjoyed working with Estyn in this and I hope my answers helped"

"Enjoyable"

"It made me reflect on how the school can be better at helping those experiencing sexual harassment"

"It hasn't been invasive"

"I feel that their session has been very useful for me and has given a chance to share my opinions on this topic"

"Informative"

"I feel that more of these kinds of workshops should happen as it gives pupils a choice on what to include in the curriculum"

"Useful"

"So grateful to be able to take part"

"Thank you"

I'd like to talk to

Name:

Full findings from the pupil questionnaire

Online questionnaire

At the end of the focus group sessions, pupils were invited to take part in an anonymous online questionnaire. We received approximately 1,250 responses. However, around a hundred of these were partial responses therefore they aren't included in this analysis. The survey focused on pupils' personal experience of peer-on-peer sexual harassment and seeing others experience it. We asked about sources of support if pupils had experienced peer-on-peer sexual harassment or if they were to hypothetically experience it. We asked pupils' opinion about when school should start discussing issues around peer-on-peer sexual harassment and for suggestions of what more could schools do to deal with the issue.

Table 1: Survey respondents by year group

Year group	Number of responses	%
Year 7	*	*
Year 8	241	21.9%
Year 9	230	20.9%
Year 10	220	20.0%
Year 11	273	24.8%
Year 12	75	6.8%
Year 13	61	5.5%
No answer	*	*

* Number greater than zero but less than five.

Pupils were asked to complete contextual information but were not asked for their names or that of their school. Pupils were asked to choose their gender identity from a list and pupils could also tick a box if they preferred not to say and add a further description in a text box if they wished. We also asked pupils if they considered themselves to have a disability. Only 61 respondents of the survey said they had a disability. This is a very small sample size, so it is difficult to ascertain whether any minor differences between disabled pupils and the general population is due to a skewed sample or otherwise. There was an almost equal balance of male and female pupils. Only 66 pupils gave a different answer to male or female and 14 preferred not to say. However, the differences in responses between this group and the general population was much larger than those with disabilities, but care should be taken when interpreting minor differences.

Experience of peer-on-peer harassment

We asked pupils about their experience of peer-on-peer sexual harassment.

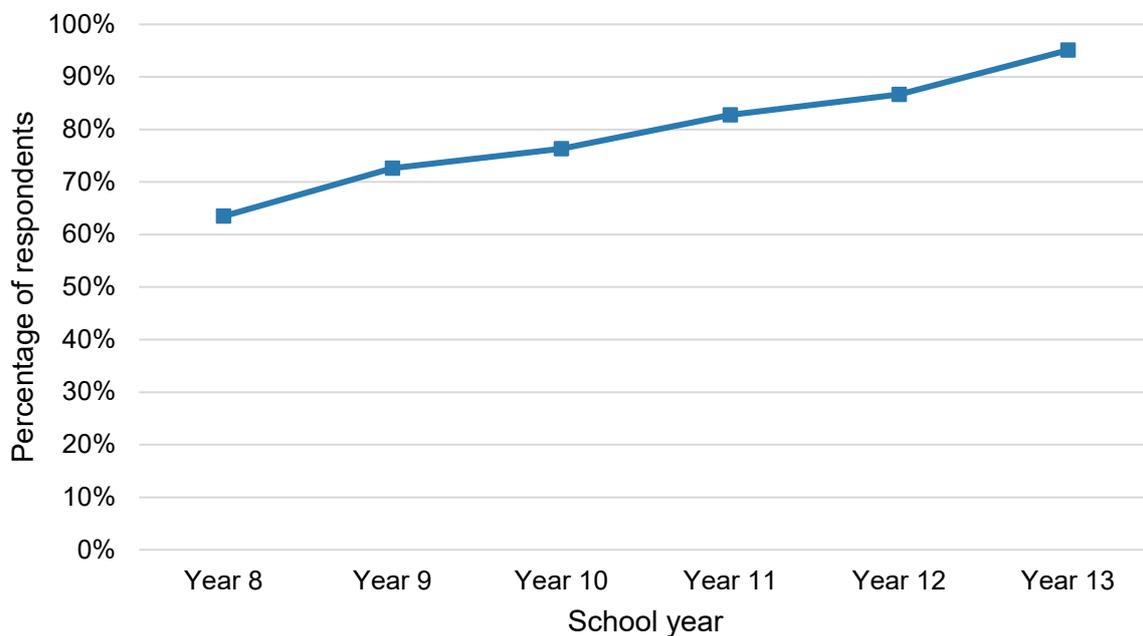
According to pupils, the most prevalent form of peer-on-peer sexual harassment amongst pupils happens online. Forty-six per cent of all pupils say they have

personal experience of some form of sexual harassment while 76% report seeing others experience this. Pupils who did not identify as male or female report a higher rate of peer-on-peer harassment with 64% having personal experience of it.

A higher proportion of female pupils (61%) report personal experience of peer-on-peer harassment or seeing others experience this than male pupils (29%). Pupils who say they have a disability report slightly higher rates of experience of harassment (54%) compared to all pupils (46%), especially online, (39% vs 30%).

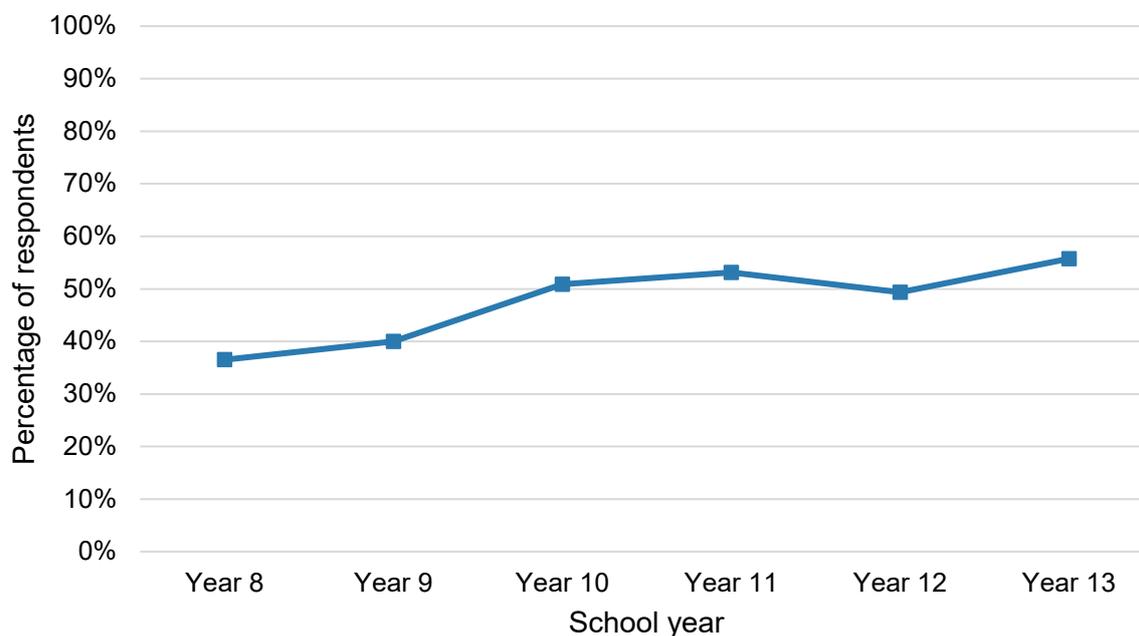
There is a clear trend for seeing others experience sexual harassment, with more pupils observing this as they get older (Figure 1).

Figure 1: Pupils who reported having seen others experience peer-on-peer sexual harassment, by school year



The trend for personal experience of sexual harassment is not as clear as that of seeing others experience it but still shows an increase as pupils get older. In general, pupils report more personal experience of sexual harassment from Year 10 onwards. Year 13 pupils in the survey reported the highest rate of personal experience at 56% (Figure 2).

Figure 2: Pupils who reported having personally experienced peer-on-peer sexual harassment, by school year



Type of peer-on-peer sexual harassment.

We asked pupils who answered that they had personally experienced peer-on-peer sexual harassment about the type of harassment they had experienced and also when this first happened. We listed the following types of harassment:

- Hurtful sexual comments remarks or jokes
- Hurtful comments about someone's body that cause distress
- Hurtful comments about someone's clothes or looks that cause distress
- Sending texts or social media messages containing sexual wording that cause distress
- Sharing a nude/semi-nude photographs or video without the consent of the person pictured
- Sending unwanted sexual/explicit or pornographic photographs/videos to someone
- Lifting up skirts or taking a picture under a person's clothing without them knowing
- Sexual assault such as forced kissing, unwanted sexual touching

Of those that reported personal experience, most pupils report that harassment started in secondary school than at primary school. Some forms of harassment involving social media, sending or sharing pictures, and explicit videos, occur more often outside of school than inside. Making hurtful comments is the most common form of sexual harassment.

In general, fewer male pupils who report having experience with sexual harassment report on each of the individual categories. This suggests that female pupils are more likely to experience multiple types of the sexual harassment and at a higher

rate than male pupils. Male pupils, like female pupils, also report the harassment beginning in secondary school more than at primary school.

Those who did not select male or female who have personally experienced harassment report higher incidences of hurtful comments and sexual assault than pupils who selected a gender.

Table 2: Responses to question “What kind of harassment or abuse have you personally experienced, and when did it first happen?”

	At primary school		At secondary school		Outside school, whilst I was in primary School		Outside school, since I've been in secondary school	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Hurtful sexual comments remarks or jokes	20%	17%	61%	66%	15%	15%	52%	62%
Hurtful comments about someone's body that cause distress	24%	32%	61%	70%	16%	25%	47%	57%
Hurtful comments about someone's clothes or looks that cause distress	20%	29%	53%	64%	17%	22%	49%	53%
Sending texts or social media messages containing sexual wording that cause distress	4%	8%	38%	41%	9%	11%	52%	59%
Sending unwanted sexual/explicit or pornographic photographs/videos to someone	3%	6%	28%	29%	5%	7%	44%	51%
Sharing a nude/semi-nude photographs or video without the consent of the person pictured	3%	2%	22%	28%	4%	3%	29%	38%
Lifting up skirts or taking a picture under a person's clothing without them knowing	3%	4%	10%	22%	3%	2%	13%	14%
Sexual assault such as forced kissing, unwanted sexual touching	3%	8%	23%	26%	5%	7%	24%	36%

Pupils who say they have a disability are much more likely to have received hurtful comments that started outside school when they were in primary school than the general population.

Pupils were invited to provide additional comments if they wished to. Most comments relate to sending and sharing unwanted message and images online. The behaviour of boys is highlighted, along with the reaction of teachers when complaints of such behaviour are made. Both male and female pupils highlight the behaviour of boys, but more girls reference this than boys. Those that do not consider themselves either male or female also highlight the behaviour of boys in particular.

Additionally, only girls note the negative reaction of teachers in such situations. Girls more than boys note receiving unwanted messages, images and videos online that are of a sexual nature. Boys, girls and non-binary pupils all note receiving comments about their appearance. However, a higher percentage of male and non-binary pupils highlight this issue more in the comments box.

In terms of types of peer-on-peer sexual harassment pupils have seen other pupils experience, receiving hurtful comments is the most featured type. Most of the harassment is first seen in secondary school and a variety of sexual harassment categories are seen by pupils. Online harassment is most likely to be seen outside of school for secondary pupils.

In general, female pupils are more likely to see a wider variety of pupil harassment than male pupils. This is similarly true for those who have not selected male or female. Older pupils are more likely to have seen a wider variety of harassment inside and outside secondary school.

Table 3: Responses to question “What kind of harassment or abuse have you seen others experience, and when did it first happen?”

	At primary school		At secondary school		Outside school, whilst I was in primary School		Outside school, since I've been in secondary school	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Hurtful sexual comments remarks or jokes	19%	19%	64%	77%	14%	14%	55%	62%
Hurtful comments about someone's body that cause distress	23%	29%	61%	76%	17%	21%	49%	63%
Hurtful comments about someone's clothes or looks that cause distress	22%	30%	54%	72%	18%	20%	45%	61%
Sending texts or social media messages containing sexual wording that cause distress	6%	7%	46%	47%	7%	8%	49%	61%
Sending unwanted sexual/explicit or pornographic photographs/videos to someone	3%	3%	36%	38%	4%	3%	39%	53%
Sharing a nude/semi-nude photographs or video without the consent of the person pictured	3%	2%	30%	36%	4%	3%	36%	47%
Lifting up skirts or taking a picture under a person's clothing without them knowing	4%	5%	16%	25%	2%	2%	13%	23%
Sexual assault such as forced kissing, unwanted sexual touching	7%	8%	24%	36%	4%	6%	27%	39%

From pupils' comments, we can see that most pupils claim to have seen or heard of some form of sexual harassment or assault. For those referring to sexual assault, the majority stated that they did not understand that it was assault at the time. The behaviour of boys is highlighted as a particular issue here again. A higher percentage of girls than boys refer to the behaviour of boys when discussing the sexual harassment of others. This is also highlighted by non-binary participants. Interestingly, in the comments box, it is only girls who describe experiencing negative comments about appearance.

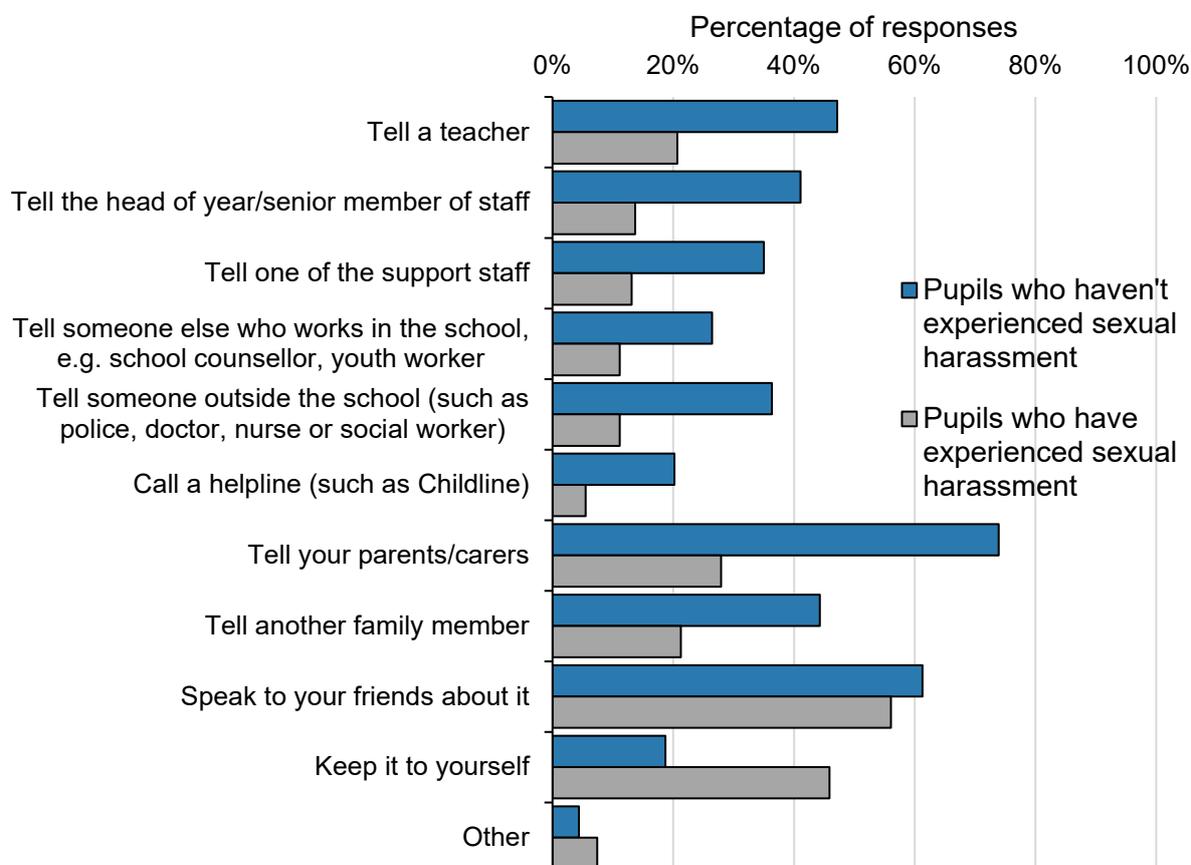
Sources of support for pupils who have personal experience of peer-on-peer sexual harassment

Pupils were asked what they did when they experienced sexual harassment from their peers. They were able to select multiple answers if they wished. Forty-six per cent of pupils who had been sexually harassed reported that they kept sexual harassment to themselves. Girls are more likely to keep sexual harassment to themselves (49%) than male pupils (34%) and are less likely to tell an authority figure than boys. However, they are much more likely to tell their friends than male pupils (68% compared with 36%). Pupils who did not select male or female who said they had experienced peer-on-peer sexual harassment kept it to themselves more than other pupils. Sixty-three per cent kept it to themselves and 43% also spoke to their friends. Twenty-one per cent of all pupils told a teacher and 28% told their parents or carers. However, overall, the majority of pupils who had been sexually harassed had spoken to their friends about it.

In terms of individual pupil comments, a higher proportion of pupils felt more comfortable telling a friend about sexual harassment or abuse than telling a responsible adult. A few noted that they were too scared to tell anyone at all. The comments matched the qualitative data in that girls are more likely to either tell a friend or keep the incident to themselves, than to tell a responsible adult or family member. Most of the pupils who selected the gender demographic 'other' said that they had told a friend.

Pupils that haven't personally experienced harassment were automatically directed to a question asking them what they would do if they did experience it. These pupils say that they would tell someone about it more than pupils who have experienced harassment. Only 19% of pupils who haven't experienced harassment say they would keep it to themselves compared to 46% of those who have experienced harassment. Older pupils who haven't experienced sexual harassment are more likely to say they would keep it to themselves but are also more likely to talk to their friends. Girls who haven't experienced sexual harassment are more likely to keep it to themselves than boys (17% compared with 21%) and are less likely to tell a teacher (51% compared with 38%) when compared to boys. Of those who selected neither male or female and also said that they have not experienced sexual harassment, 28% said they would keep it to themselves and 72% would speak to their friends.

Figure 3: Responses to question “How did / would you deal with sexual harassment?”

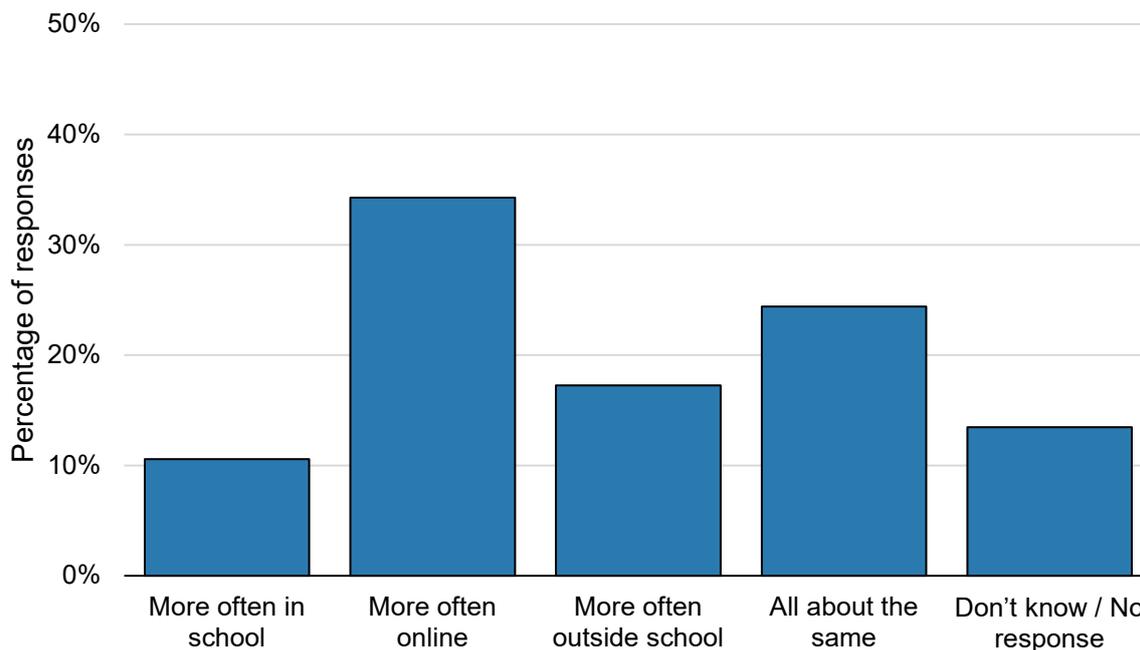


For this question, there is interesting evidence from pupils' comments. Pupils who have not experienced sexual harassment believe that they would stand up to it if faced with the issue or tell a responsible adult. These results differ greatly from those who have experienced harassment. However, only male and non-binary pupils claim that they would stand up to sexual harassment. Female pupils are more likely to keep it to themselves than males. Non-binary pupils would either stand up to it, tell no one, or tell a friend.

Where peer-on-peer sexual harassment happens most

Pupils were asked if harassment happened more often in school, online, outside school or all about the same. We also offered the possibility to pupils to tick a 'don't know' box. More pupils said that peer-on-peer sexual harassment happens most often online (34%) than anywhere else whilst 24% of all pupils noted that incidences were similar in all three places.

Figure 4: Responses to question “Where does pupil sexual harassment happen most often?”



Harassment given by pupils to others

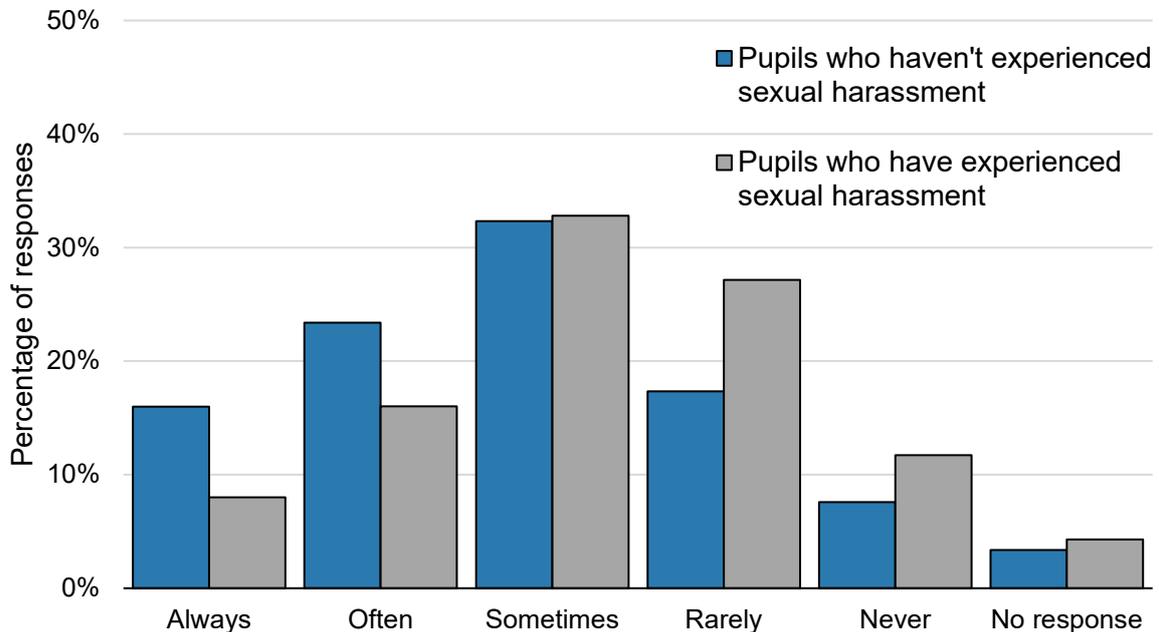
We asked pupils if they had been involved in sexually harassing others. Thirteen per cent of pupils admit to making hurtful sexual comments, remarks or jokes at secondary school. Girls are less likely to admit to making hurtful sexual comments remarks or jokes comments than boys at secondary school (10% vs 18%). Those who did not select male or female report harassing other pupils less.

Most pupils who left a comment for this question wanted to highlight that they have never harassed other pupils, while a few noted that sexual or hurtful comments had been made during arguments with friends or as a joke. Both boys and girls noted that they have made such comments as a joke. Whilst a small number of both male and female pupils claim to have made negative comments during arguments with friends, all comments made by pupils that consider themselves to be non-binary claim that they have never harassed others.

School response to complaints

We asked pupils if, in their opinion, school staff took complaints about peer-on-peer sexual harassment seriously and if they responded appropriately. Pupils who have experienced harassment are less likely to believe complaints are taken seriously. Overall, girls are less likely to believe complaints are taken seriously than boys, but this may be related to the fact that they are more often victims of sexual harassment.

Figure 5: Responses to question “In your opinion, do people in your school take complaints about sexual harassment seriously and respond appropriately?”



A high percentage of comments state that sexual harassment complaints are often ignored or not dealt with well by teachers. However, a minority of pupils also note that sexual harassment is sometimes addressed in assemblies or lessons, and others state that they do receive some guidance or help with the issue. More girls than boys believe that their school deals well with complaints about sexual harassment. However, more girls than boys also note that complaints are often ignored or are not dealt with properly. Girls also note that there is a lack of understanding about what sexual assault is and how pupils should make complaints. A high percentage of non-binary pupils feel that complaints are ignored or are not dealt with. Non-binary participants also claim that they do not know whether the school deals well with complaints or not. Those that did not wish to disclose their preferred gender generally feel that issues of sexual harassment are ignored or not dealt with well, but also acknowledge that there is some guidance for them on what to do about it.

When to start talking about peer-on-peer sexual harassment

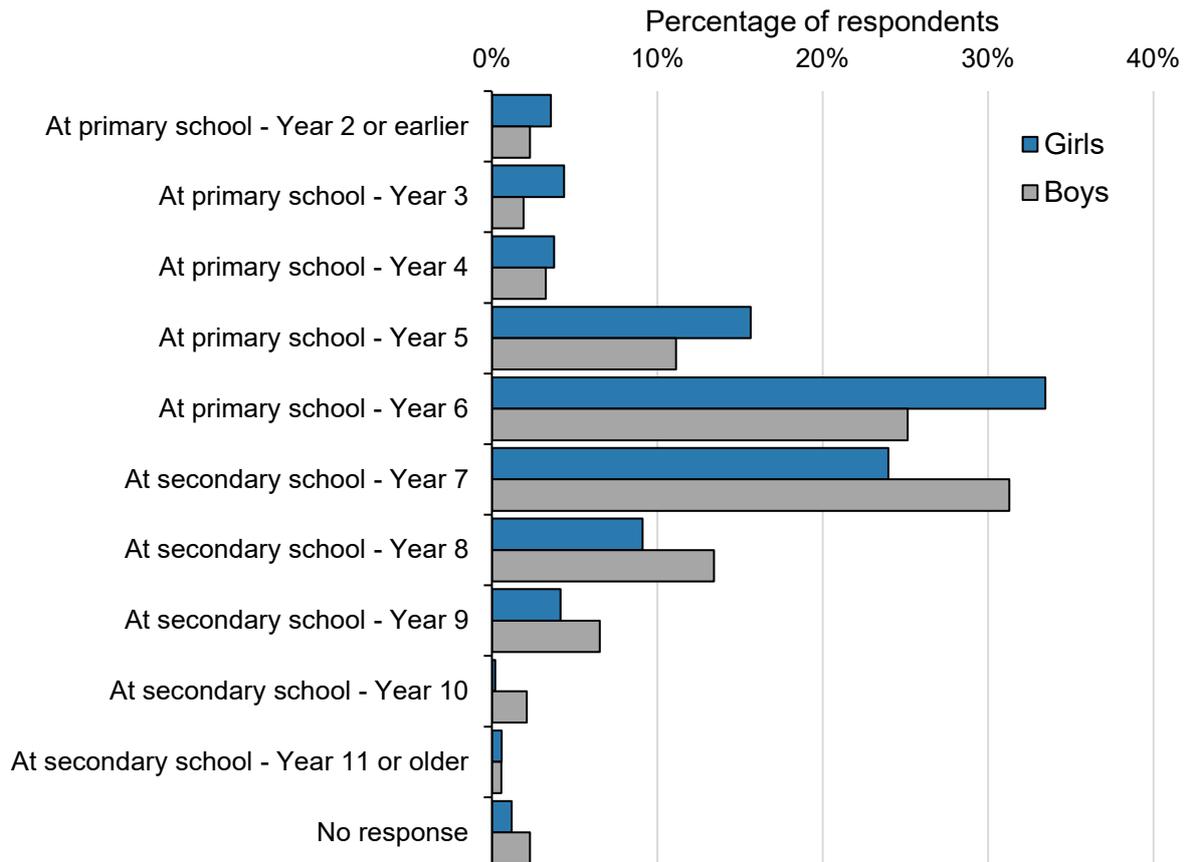
We asked pupils to consider when they thought it would be appropriate to start lessons about peer-on-peer sexual harassment. Most pupils in all year groups put the age between Year 6 and 7. Only 38% of the pupils who did not select a sex or identity as male or female believe this. As pupils get older, the percentage of pupils who think it should be taught in primary school decreases.

Girls are more likely to choose a lower age than boys. Forty-four per cent of boys think it should be talked about in primary school compared to 61% of girls. Pupils who have experienced sexual harassment are more slightly more likely to think sexual harassment should be talked about at a younger age. Fifty-eight per cent

believe it should be talked about in primary school, compared to 53% of all participants.

Those who did not select male or female are most likely to think it should be talked about in primary school, with 64% believing it should be talked about in primary school. Only 18% of this group of pupils believed it should be talked about in Year 7, 20% in Year 6, and 44% believed it should be talked about in Year 5 or below.

Figure 6: Response to question “In your opinion, at what age should schools start to talk about pupil on pupil sexual harassment?”, by gender



Many pupil comments include a detailed explanation for their answer. A high proportion of these reference age and maturity, believing that a few pupils are too young to understand, or are either not mature enough in a few cases, whilst mature enough in others. The majority believe that the topic should be introduced in primary school at the same time as sex education. A higher percentage of girls believe this than boys. A higher proportion of non-binary pupils believe that discussions on sexual harassment should be introduced in primary school than other groups of pupils. However, a few also believe that the topic should be taught in the first years of secondary school or that it should be made age appropriate according to maturity.

Pupils' opinions on what more can be done by schools

Pupils were invited to offer further comments if they wished about what they thought schools could do to deal with peer-on-peer sexual harassment.

Many respondents to the last question believe that schools should teach pupils about sexual harassment more regularly, particularly in lessons such as the Welsh Baccalaureate and PSE. They also stipulate that organising more assemblies and bringing in external visitors would help to educate pupils about it.

Interestingly, more boys than girls say that they believe that schools already do enough. More boys state that placing information such as posters around the school would be enough to deal with the matter.

Many pupils, particularly girls, refer to schools creating a safer and more comfortable environment where they can talk to teachers or other members of staff about their experiences during a particular lesson. A few suggest that boys and girls should be separated during the conversations so that they feel more comfortable discussing the issues. Many non-binary pupils also believe that a safer environment for discussions should be created.

Pupils also refer to changing staff attitudes, with many pupils believing that staff do not take matters seriously enough and that harsher punishments should be put in place for incidences of harassment. Furthermore, a few pupils believe that there is a need for increased awareness and understanding, either by staff paying more attention when sexual harassment happens, or by educating the staff themselves on the issue of peer-on-peer sexual harassment. More girls than boys believe that staff should take matters more seriously and that harsher punishments should be given. Non-binary pupils and pupils who preferred not to define their sex or gender make particular reference to increasing staff awareness about sexual harassment.

Focus group pupil booklet



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Focus group Pupil booklet

Focus groups sessions

You or your friend have been randomly selected to be part of a focus group that is going to be run by Estyn inspectors. We have chosen 6 pupils for each group and have invited each pupil to bring along a friend.

Who are we?

We are school inspectors who work for Estyn. Estyn normally inspects schools every 7 years or so. However, this is not an inspection of your school. We also visit schools so that we can write reports about different aspects of school life. Your school is one of a number of schools that we are visiting for this work.

Why are we visiting your school?

We have been asked by the Welsh Government to visit schools to ask pupils about what might be happening in their lives around sexual harassment between young people in school and online. We will discuss and explain in more detail what this means in the focus group session

What will we do with what we find out?

Our findings will be published in an anonymised report on our website. We may use your comments in the report, but you will not be named and neither will your school. Your identity will not be revealed in our published report under any circumstances.

The only time that we may reasonably, fairly and lawfully share relevant information with other people is out necessity where we are worried about the safety of pupils. The information would be shared securely, limited to what is necessary and only shared with those with appropriate authority to further process the information.

Your rights

As a young person, and a school pupil, you have certain rights. You have a basic right to be listened to and to be free from harm. We can explain further in the focus group.

Do I have to take part?

You do not have to take part in this session. You are welcome to leave at any time during the session. We will not ask you why and we will not ask for your name. Your participation is voluntary, and you do not have to take part in any of the activities or have to answer any questions you don't want to.

We have planned 8 short activities and an anonymous questionnaire. **We will be collecting the booklets at the end of the session. Please do not write your names on them unless you wish to.**

Safety and support

We will provide you with details of who can help and support you if you feel you would like to discuss anything further

Activity 1 – Support clouds

What we are discussing today is a very sensitive topic. This is why we asked you to be with people who you are comfortable with talking about this topic.

Your safety and well-being is very important. Our next activity is putting your well-being front and centre by thinking through who we can talk to and get support from on the kinds of issues we will be discussing.

In the cloud shape below, write down who you can talk to if you need support or advice (e.g. someone you live with, parent, friend, a relative, a pet, childline etc).



Activity 2 – Visual images

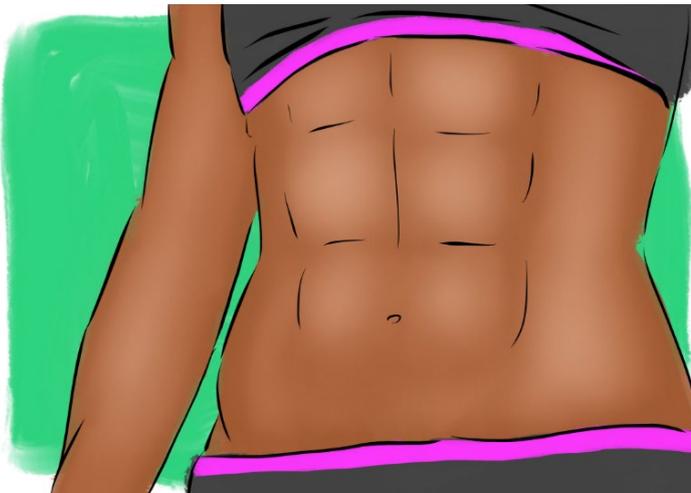


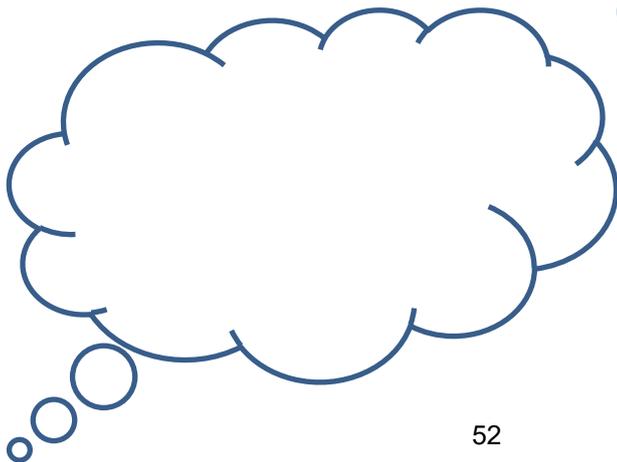
Sexual harassment between young people can be experienced in many forms. Before we discuss a working definition of sexual harassment, we would like to find out from you what you think.

Look at the images on the next few pages. Each image relates to an experience of sexual harassment between young people. It might be using words or images, it might be physical, it might be emotional. It could be between two people, a group of people, any genders, any sexualities.

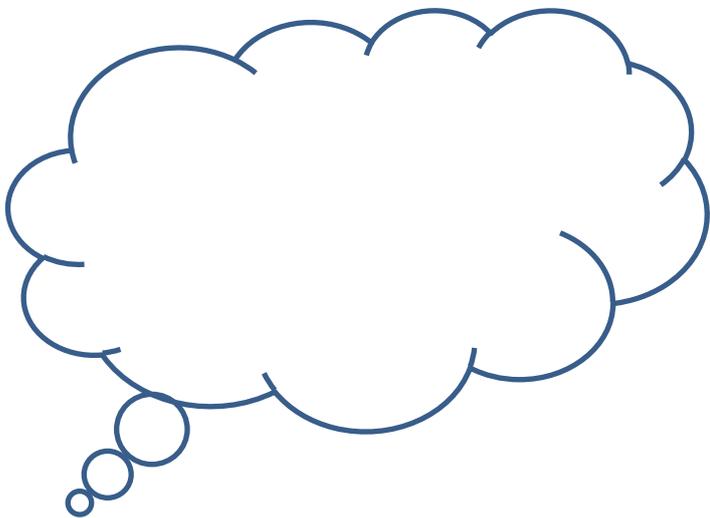
Choose two or three images.

1. Use the square boxes around the image to write down how you think the image might relate to sexual harassment (e.g. what is the story behind the image? What type of sexual harassment? Who is involved? How might they feel?). There is also a page without an image. You can either draw or describe another image that relates to young people's experiences of sexual harassment (e.g. a body part, a place etc.)
2. Then use the little clouds to write down what support young people might need in the scenario you have described.
3. Add a cross or a tick to indicate how realistic it is that they will get the support you think they need.

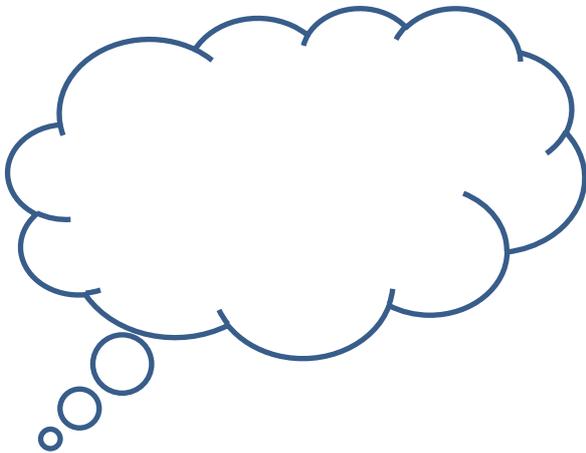


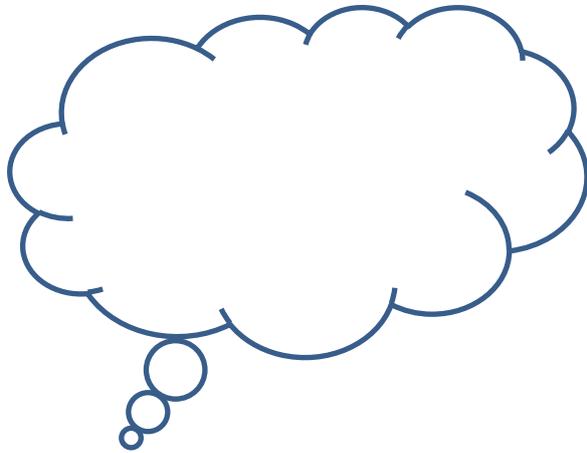
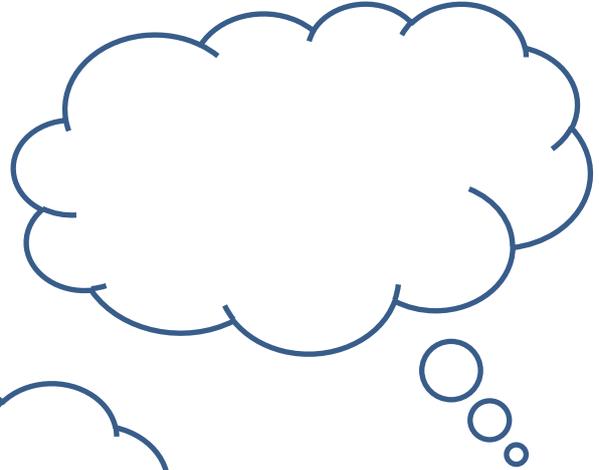










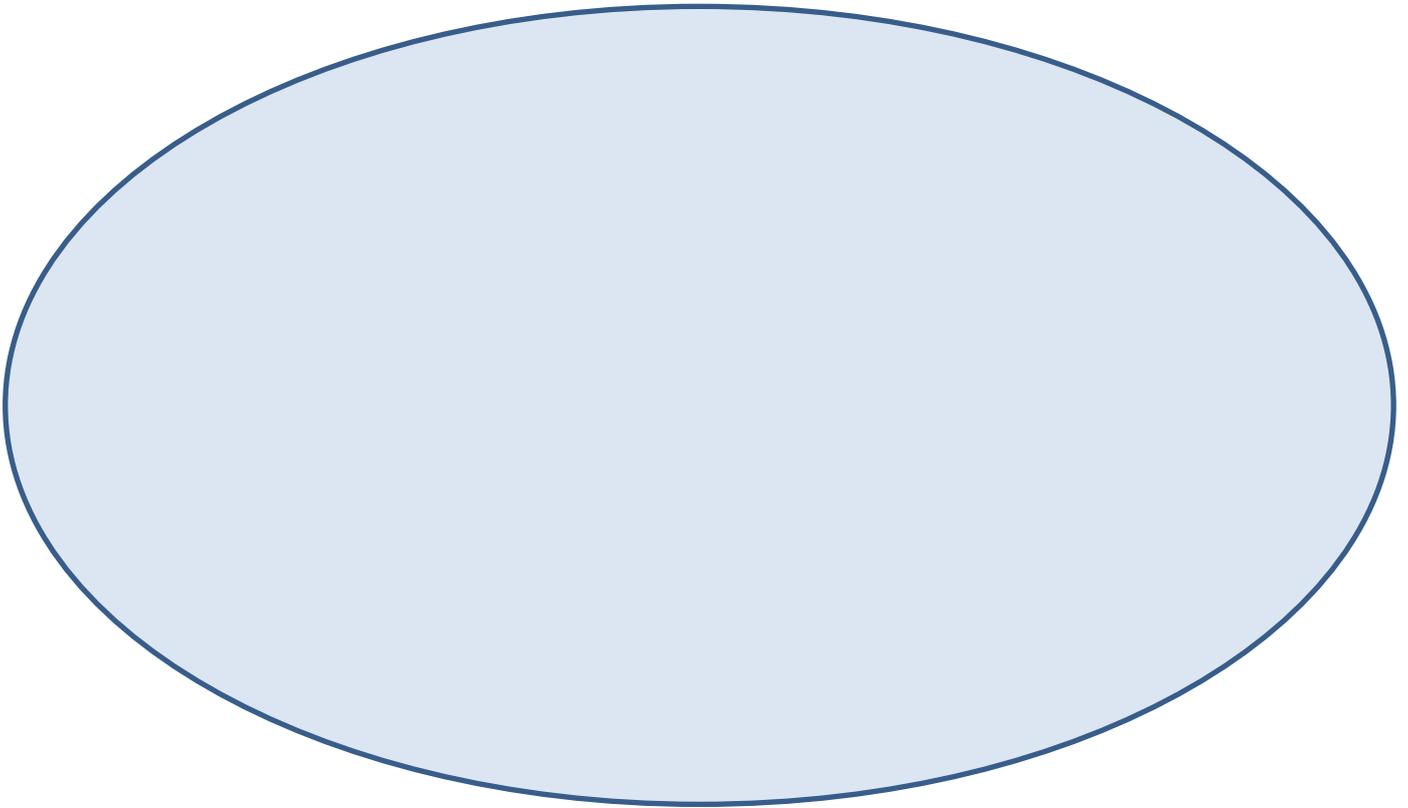






Activity 3 – What is sexual harassment?

Can you think of a definition or definitions of sexual harassment?



Activity 4 – Sexual harassment jars



- Write on the post-it image what type of sexual harassment you think is most common in your school.
- Then write on the bottom of the post-it who is most affected – for example if you write something about boys touching girls' bums or homophobic corridor banter– consider who is most affected – is it the person involved or the person who perhaps feels pressured to do it? It might be both.
- Write any further messages for things you want to change on the jar.



Activity 5 – ‘I want my school to know that ...’

Write what you want your school to know about sexual harassment between young people and why. You can use emojis or other drawings to illustrate your response if you like.

I want my school to know that . . .

Activity 6 – Healthy relationships education group discussion

Activity 7 – In my school ...

We will read out the following statements. When they are read out, circle:

- Y – Yes if you think this is true or does happen
- N – No if it doesn't happen or is false
- M – Maybe if you think it happens sometimes or is partly true

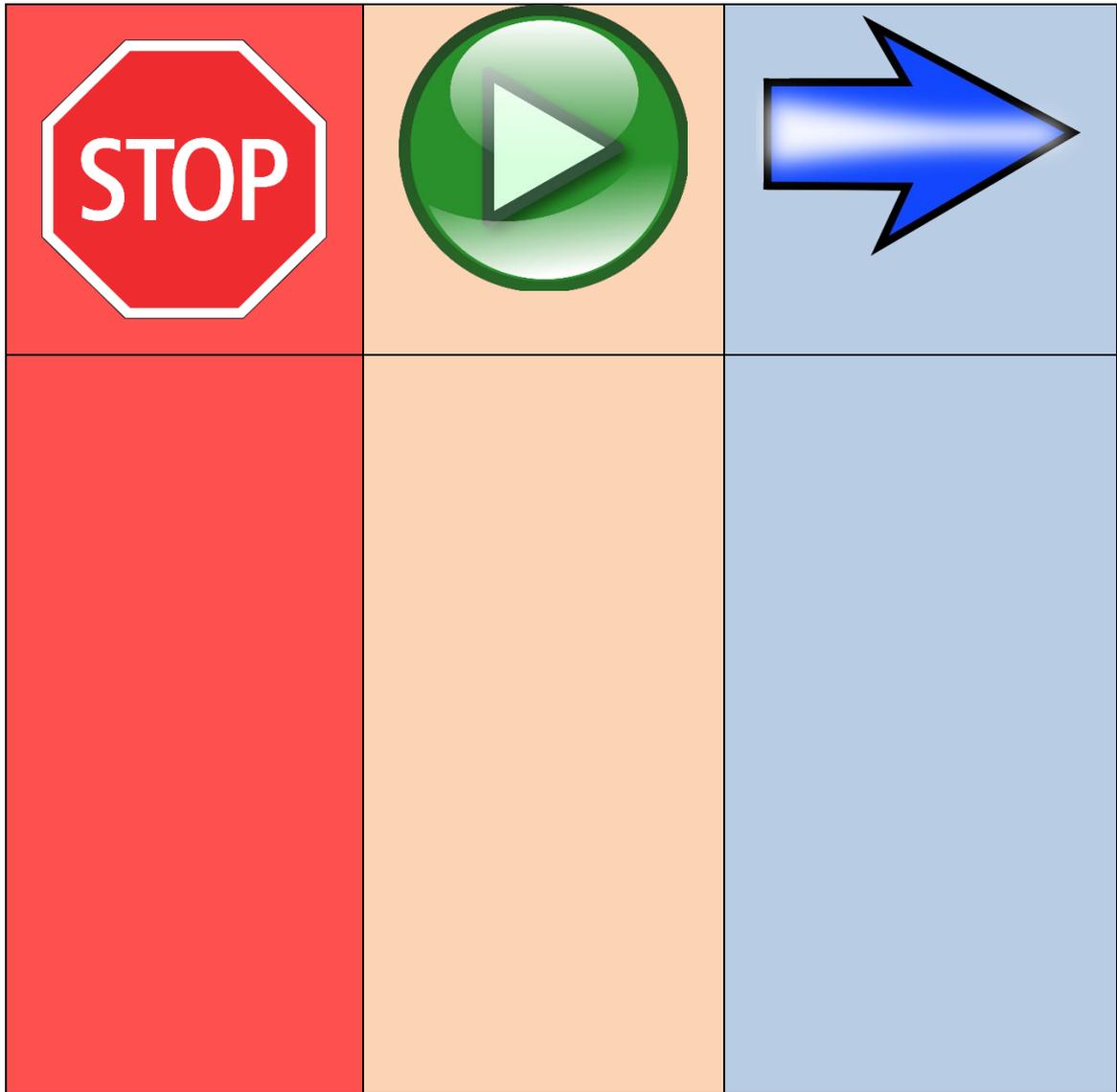
<p>My school understands the size of the problem around sexual harassment</p> <p>Y N M</p>	<p>My school does a lot of things to try and stop all forms of sexual harassment from happening</p> <p>Y N M</p>	<p>I have had useful discussions about sexual harassment in lessons but only about boys against girls</p> <p>Y N M</p>	<p>I have had useful discussions about all kinds of sexual harassment in lessons including homophobic sexual harassment</p> <p>Y N M</p>
<p>I have had helpful presentations about sexual harassment in assembly</p> <p>Y N M</p>	<p>I knew what sexual harassment was before this session</p> <p>Y N M</p>	<p>My school tries hard to promote a culture where pupils respect each other</p> <p>Y N M</p>	<p>Young people have a teacher/member of staff they can talk to about sexual harassment</p> <p>Y N M</p>

Activity 8 – Stop/start/continue

All schools are supposed to listen to the view of their pupils when they make new policies or lessons. This activity is designed especially for that purpose.

Based upon all our discussions, we would like you to write down in the different columns on the next page what you think schools can do to tackle sexual harassment between young people. This might include things you want the school to stop doing, you might have ideas about what they can do, and there might be things they are doing well, and you want more of these.

- In red 'stop' column: What do you want the school to stop doing?
- In green 'start' column: What do you want the school to start doing?
- In blue 'continue' column: What do you want the school to keep on doing?
- If you have time, add numbers to rank your ideas in order of importance



Activity 9 – anonymous questionnaire

Reflections and close

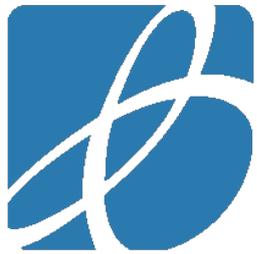
We have almost finished our session. We would be very pleased to find out what you thought of the session and how useful it was to you. If you wish to, please write a reflection on the card. If you would like to speak to someone after this session, a teacher, a member of staff or someone else, please would you write your name on the card so that we can help make that happen.

We will collect your booklets, but please tear off the cover and page 2 so that you can keep your support cloud.

That concludes the session. We would like to thank you very much for your honesty in sharing your opinions and experiences, and for your willingness to take part. Your opinions are very important to us and we take your views very seriously indeed.

If you feel that you would like to talk to someone further, and they do not work in your school, we would like to share some details of who you could contact if you would like some support. There are contact cards on your tables for you to take with you.

Thank you very much



Estyn

Focus group booklet

Tutor copy

Tutor notes

Welcome to the session (5 minutes)

Please place a pupil booklet, reflection card and contact information card for each pupil on the desks ready for the session.

HMI to introduce themselves – first name only.

You should all have received some information about this project. Did you?

- Explain that we chose a random sample of 6 pupils for each group and invited each pupil to bring a friend along to the session
- Refer to the pupil information sheet that we asked the school to give the pupils to read before today
- Refer to the consent letter & opt out facility we asked the school to share with parents and carers

Naturally, you will all be a little nervous or anxious about being in a group with a person you don't know. That is perfectly normal. On your tables you have some red, yellow and green pipe cleaners. Choose the colour that fits your feelings about this session – it could be green if you're quite confident and keen to take part, or yellow if you're not sure, and red if you are quite worried about it. You don't have to show it to me or anyone in the group if you don't want to, of course.

Tutor to also pick a pipe cleaner

So, can anyone tell me what this session is about?

Acknowledge and fill in the gaps:

Refer to the booklet on their table – one for each pupil. However, if they would prefer to work in pairs with their friend, they can opt to fill in one booklet only. It's up to them. The first page has details about the project that was shared prior to the visit. You do not have to read this as the pupils have already seen it.

- Who are we?
- What will we do with what we find out?
- Your rights to be listened to and to be free from harm
- Do I have to take part?
- Safety and support

We would like to discuss with you how young people treat each other when in school and online. We are interested to find out your views on young people's experiences of sexual harassment, what schools are doing about it, and what you think schools can do differently or better.

We would like you to be as open and honest as you possibly can so that you can help us to understand what is happening in the lives of young people today. We do not mind if you use language that might offend. You can use any words you like, including swear words and slang or rude language. We will use what we learn to help us write a report about what is happening in schools regarding pupil-on-pupil sexual harassment. This meeting is confidential to you and us. We are not asking you for your name, but we would ask you kindly to not repeat to your friends what is said by other pupils during the discussions. We also ask you not to name other pupils when you are describing something that happened. For example, instead of saying 'this boy, John Smith...', please just say 'this boy'. We will not share directly with the school what you have said. We may use your comments in the report, but you will not be named and neither will your school. Your identity will not be revealed in our published report under any circumstances.

The only time that we may reasonably, fairly and lawfully share relevant information with other people is out of necessity where we are worried about the safety of pupils. The information would be shared securely, limited to what is necessary and only shared with those with appropriate authority to further process the information.

However, it is important to state that we may share information with other people if we are worried about your safety.

You do not have to take part in this session. If you prefer to leave for whatever reason, you are welcome to do so now, and at any time during the session. We will not ask you why and we will not ask for your name. Your participation is voluntary, and you do not have to take part in any of the activities or have to answer any questions you don't want to.

However, it is sometimes difficult for pupils to say they want to leave or just leave the room. What might be a way to let me know that you would like to leave?

Suggest the following: they could hold up their pipe cleaner and tutor can come over and confirm they want to go and leave the room). I would practice this with one person. It will break the ice – introduce movement into the room which can distribute any anxiety and show that you really are interested in their well-being (e.g. using the pipe cleaner also connects back to their feelings).

We have 8 activities and a questionnaire for you to take part in. Some of these activities have been used before when young people's views have been collected on sensitive topics like sexual harassment. **We will be collecting the booklets at the end of the session. Please do not write your names on them unless you wish to.**

Check everybody is happy to stay and take part.

Activity 1 – Support clouds (3 mins)

What we are discussing today is a very sensitive topic. This is why we asked you to be with people who you are comfortable with talking about this topic.

Your safety and well-being are very important to us and your school. [reflect on any feelings they have shared]. Our first activity is putting your well-being front and centre by thinking through who we can talk to and get support from on the kinds of issues we will be discussing over the next lesson and a half.

In the cloud shape below, write down who you can talk to if you need support or advice (e.g. family member, someone you live with, yourself, pet, childline etc).

HMI exemplify who they've named in their cloud.



Activity 2 – Visual images (15 mins)



Sexual harassment between young people can be in many forms. Before we discuss a working definition of sexual harassment, we would like to find out from you what you think.

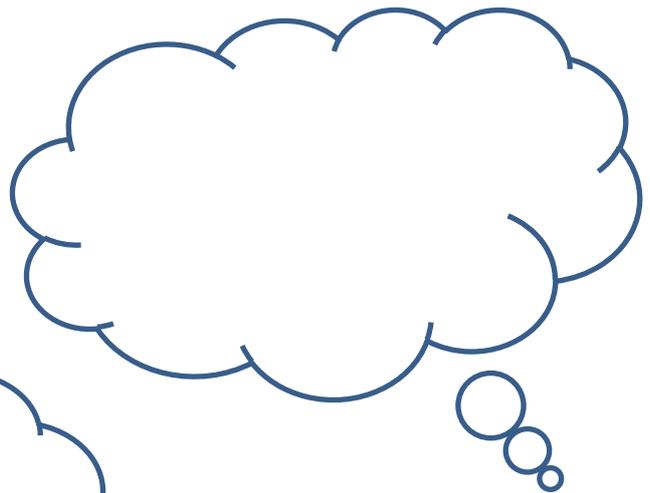
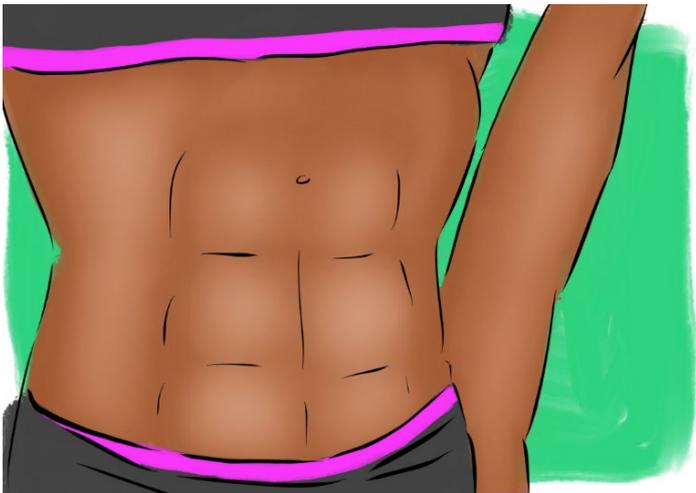
Look at the images on the next few pages. Each image relates to an experience of sexual harassment between young people. It might be using words or images, it might be physical, it might be emotional. It could be between two people, a group of people, any genders, any sexualities. **Choose two or three images.**

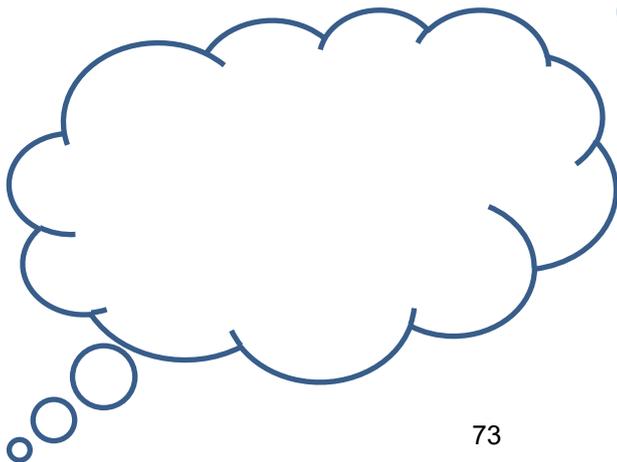
Go through each image: six pack, mobile phone, games console, school toilets, lips, skirt, school transport, school corridor and a blank image for them to add a scenario if they wish

1. Use the square boxes around the image to write down how you think the image might relate to sexual harassment (e.g. what is the story behind the image? What type of sexual harassment? Who is involved? How might they be feeling?).

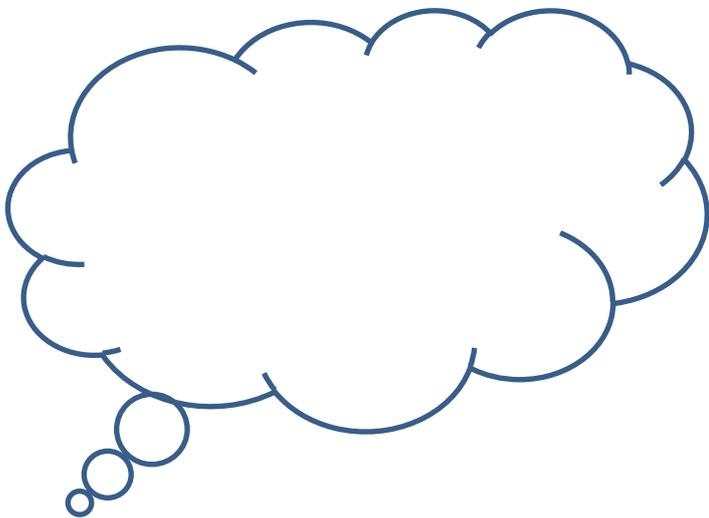
Allow time for this activity. Do not circulate the room at any point.

2. Then use the little clouds to write down what support young people might need in the scenario you have described.
3. Add a cross or a tick to indicate how realistic it is that they will get the support they need.

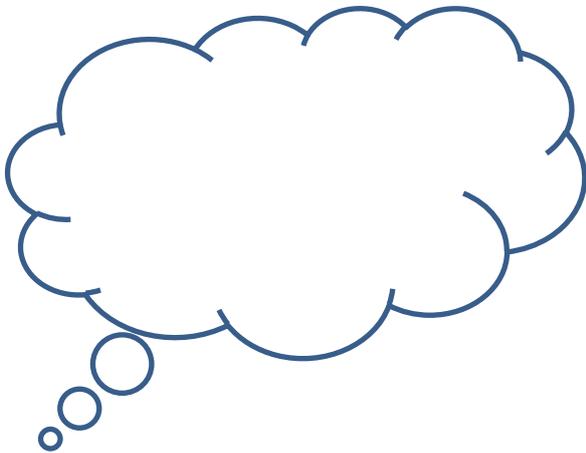


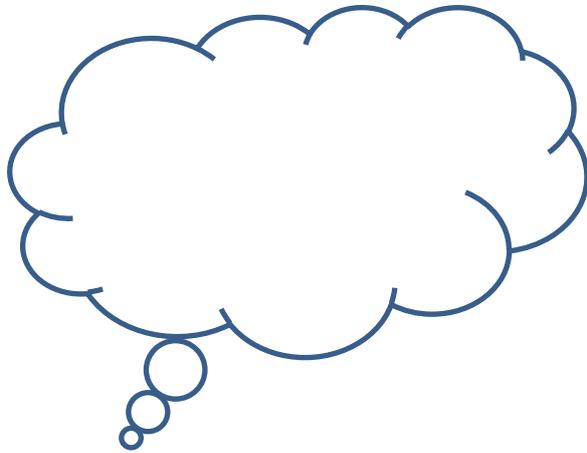
















Activity 3 – What is pupil-on-pupil sexual harassment? (5 mins)

SHARED DEFINITION SEXUAL HARASSMENT

In that activity you have identified many different types of sexual harassment that can happen. Here are some of them:

Pupil-on-pupil sexual harassment

- making sexual comments, remarks, jokes either face-to face or online
- Lifting up skirts or taking a picture under a person's clothing without them knowing
- making nasty comments about someone's body, gender, sexuality or looks to cause them humiliation, distress or alarm
- image-based abuse, such as sharing a nude/semi-nude photo or video without the consent of the person pictured.
- sending unwanted sexual, explicit or pornographic photographs/videos to someone

Can you think of a definition for it yourself? Could you write it down? Would anybody like to share their definition?

Activity 4 – Sexual harassment jars (10 mins)



We would like you to think about your experiences. You can work on your own or with your friend.

- Write on the post-it image what type of sexual harassment you think is most common in your school.
- Then write on the bottom of the post-it who is most affected – for example if you write something about boys touching girls' bums or homophobic corridor banter– consider who is most affected – is it the girl involved or the boy who perhaps feels pressured to do it?
- Write any further messages for things you want to change on the jar.



Activity 5 – ‘I want my school to know that ...’ (5 mins)

This quick activity provides a transition into what schools can do. Given the last two are individual activities – capturing their views before the questionnaire – they might act as important transitions into introducing the questionnaire which asks for their views and their personal experience (something which they should not have been sharing up to this point)

Think about all the things you have shared so far. Is there something that stands out for you that you want the school to know about? It could be something personal to you or about others.

Please can you write what you want your school to know about sexual harassment in school and why.



I want my school to know that

Activity 6 – Personal and social education and relationships and sexuality education (5-7 minutes)

Ask the following but please do not spend too much time discussing as we can find out some more from staff and documentation:

- Have you had any lessons or presentations about healthy relationships? For example, lessons about what is a healthy relationship and the importance of respecting each other such as Pride days which can tackle homophobic bullying or how people's behaviour towards each other can be harmful, consent?
 - Can you explain what you did in the lessons/assemblies?
 - How useful was this?
 - How did young people react?
 - Did you think this is an important topic?

- Are there any other experiences you have had in your time at school where you have discussed sexual harassment or harmful sexual behaviour?
 - Was this useful?
 - How did young people react?
 - Would you like to see more of this?

- Would addressing sexual harassment between young people have been useful in primary schools?

Activity 7 – In my school ... (5 minutes)

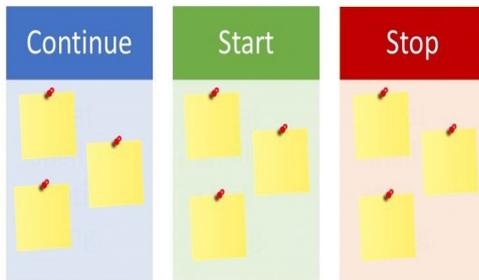
I will read out the following statements. When they are read out, consider each one and how true they are for your school. Then circle:

- Y – Yes if you think this is true or does happen
- N – No if it doesn't happen or is false
- M – Maybe if you think it happens sometimes or is partly true

<p>My school understands the size of the problem around sexual harassment</p> <p>Y N M</p>	<p>My school does a lot of things to try and stop all forms of sexual harassment from happening</p> <p>Y N M</p>	<p>I have had useful discussions about sexual harassment in lessons but only about boys against girls</p> <p>Y N M</p>	<p>I have had useful discussions about all kinds of sexual harassment in lessons including homophobic sexual harassment</p> <p>Y N M</p>
<p>I have had helpful presentations about sexual harassment in assembly</p> <p>Y N M</p>	<p>I knew what sexual harassment was before this session</p> <p>Y N M</p>	<p>My school tries hard to promote a culture where pupils respect each other</p> <p>Y N M</p>	<p>Young people have a teacher/member of staff they can talk to about sexual harassment</p> <p>Y N M</p>

Activity 8 – Stop/start/continue (5 minutes)

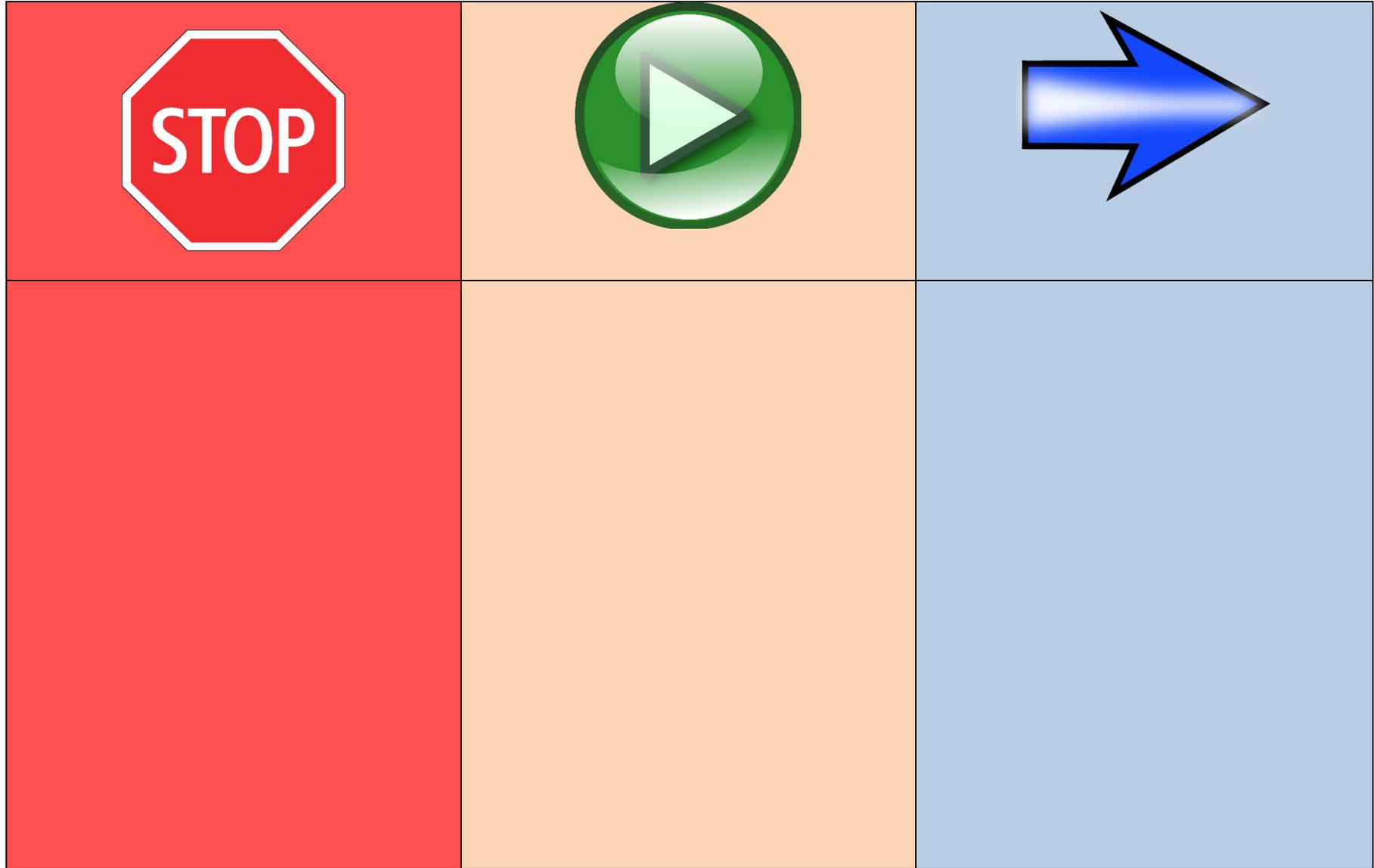
This is an empowering and fun activity which consolidates the discussion previously and provides some core messages about what young people think schools can do. Prepares them for the final question on the questionnaire



All schools are supposed to listen to the view of their pupils when they make new policies or lessons. This activity is designed especially for that purpose.

Based upon all our discussions, we would like you to write down in the different columns on the next page what you think schools can do to tackle pupil-on-pupil sexual harassment and sexual assault between young people. This might include things you want the school to stop doing, you might have ideas about what they can do, and there might be things they are doing well, and you want more of these.

- In red 'stop' column: What do you want the school to stop doing?
- In green 'start' column: What do you want the school to start doing?
- In blue 'continue' column: What do you want the school to keep on doing?
- If you have time, add numbers to rank your ideas in order of importance



Reflections and close

We have almost finished our session. We would be very pleased to find out what you have thought of the session and how useful it was to you. If you wish to, please write a reflection on the card. If you would like to speak to someone after this session, a teacher, a member of staff or someone else, please would you write your name on the card so that we can help make that happen.

We will collect your booklets, but please tear off the first two pages so that you can keep your support cloud.

That concludes the session. We would like to thank you very much for your honesty in sharing your opinions and experiences, and for your willingness to take part. Your opinions are very important to us and we take your views very seriously indeed.

If you feel that you would like to talk to someone further, and they do not work in your school, we would like to share some details of who you could contact if you would like some support. There are contact cards on your tables for you to take with you.

Invite pupils to leave and thank them again.

Pupil questionnaire

Pupil questionnaire – Sexual harassment

Estyn has been asked by the Welsh Government to write a report on sexual harassment by pupils towards other pupils (pupil-on-pupil) in schools and online. We have already discussed in the session what we mean by sexual harassment.

What are we asking you to do?

As part of our research, we will be talking to a number of schools. However, for us to fully understand how pupils are affected, we would like to ask you to complete this anonymous survey. Your opinion matters to us. Please tell us what you think about pupil-on-pupil sexual harassment in schools and online. Without your answers, we may never gain a complete picture of what is happening.

How will the information you provide be used?

To be clear, this questionnaire is **anonymous**. Our findings will be published in an anonymised report on our website. We may use your comments in the report, but you will not be named and neither will your school. Your identity will not be revealed in our published report under any circumstances.

As this questionnaire will not ask for your name or any other personal information, we won't be able to provide support to you for any issues you might raise in your answers. The only time that we may reasonably, fairly and lawfully share relevant information with other people is out of necessity where we are worried about the safety of pupils. The information would be shared securely, limited to what is necessary and only shared with those with appropriate authority to further process the information. We have listed a number of places where you can seek support at the end of the questionnaire.

Do I have to complete the survey?

No. This questionnaire is **voluntary**. You do not have to take part and you do not have to answer any questions you don't want to.

How will my answers be stored?

Your answers will be stored securely on our databases in line with our policies.

How do I complete the survey?

Read each sentence and tick the box that fits with what you think. There are no right or wrong answers. For some questions, you will be able to explain why you have chosen that answer if you want to. Please answer honestly.

The questionnaire will take around 10 minutes to complete.

1. Which of the following most accurately describes you?

- Female
- Male
- Non binary
- Transgender
- Prefer not to say
- Let me type:

2. Which year group are you in?

(Dropdown select: Year 7 to Year 13)

3. Do you have a disability?

- Yes
- No

**4. What is your experience of pupil-on-pupil sexual harassment?
Please tick every box that applies to you**

	In school	Outside school	Online
I have personal experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have seen others experience this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have not experienced this or seen this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What kind of harassment or abuse have you personally experienced, and when did it first happen?

Please tick every box that applies to you

	At primary school	At secondary school	Outside school, whilst I was in primary school	Outside school, since I've been at secondary school
Hurtful sexual comments, remarks or jokes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hurtful comments about someone's body that cause distress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hurtful comments about someone's clothes or looks that cause distress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sending texts or social media messages containing sexual wording that cause distress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sending unwanted sexual/explicit or pornographic photographs/videos to someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing a nude/semi-nude photographs or video without the consent of the person pictured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up skirting or taking a picture under a person's clothing without them knowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assault such as forced kissing, unwanted sexual touching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you would like to explain further, please use this box:

6. If you have personally experienced sexual harassment from other pupils how did you deal with it?

Please tick every box that applies to you

- Tell a teacher
- Tell the head of year/senior member of staff
- Tell one of the support staff
- Tell someone else who works in the school, e.g. school counsellor, youth worker
- Tell someone outside the school (such as police, doctor, nurse or social worker)
- Call a helpline (such as Childline)
- Tell your parents/carers
- Tell another family member
- Speak to your friends about it
- Keep it to yourself
- Other (please specify):

7. If you have not personally experienced sexual harassment, please imagine that if you were to experience sexual harassment from other pupils, how would you deal with it?

Please tick every box that applies to you

- Tell a teacher
- Tell the head of year/senior member of staff
- Tell one of the support staff
- Tell someone else who works in the school, e.g. school counsellor, youth worker
- Tell someone outside the school (such as police, doctor, nurse or social worker)
- Call a helpline (such as Childline)
- Tell your parents/carers
- Tell another family member
- Speak to your friends about it
- Keep it to yourself
- Other (please specify):

8. What kind of harassment or abuse have you seen others experience, and when did it first happen?

Please tick every box that applies to you

	At primary school	At secondary school	Outside school, whilst I was at primary school	Outside school, since I've been at secondary school
Hurtful sexual comments, remarks or jokes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hurtful comments about someone's body that cause distress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hurtful comments about someone's clothes or looks that cause distress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sending texts or social media messages containing sexual wording that cause distress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sending unwanted sexual/explicit or pornographic photographs/videos to someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing a nude/semi-nude photographs or video without the consent of the person pictured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up skirting or taking a picture under a person's clothing without them knowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assault such as forced kissing, unwanted sexual touching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you would like to explain further, please use this box: (for example, where and when this first happened)

9. Where does pupil sexual harassment happen most often?

- More often in school
- More often online
- More often outside school
- All about the same
- Don't know

10. What kind of harassment or abuse have you yourself given to others, if any?

Please tick every box that applies to you

	At primary school	At secondary school	Outside school, whilst I was in primary school	Outside school, since I've been at secondary school
Hurtful sexual comments, remarks or jokes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hurtful comments about someone's body that cause distress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hurtful comments about someone's clothes or looks that cause distress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sending texts or social media messages containing sexual wording that cause distress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sending unwanted sexual/explicit or pornographic photographs/videos to someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing a nude/semi-nude photographs or video without the consent of the person pictured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up skirting or taking a picture under a person's clothing without them knowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assault such as forced kissing, unwanted sexual touching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you would like to explain further, please use this box:

11. In your opinion, do people in your school take complaints about sexual harassment seriously and respond appropriately?

- Always
- Often
- Sometimes
- Rarely
- Never

Please explain what steps the school has already taken to promote respect and deal with pupil-on-pupil sexual harassment:

12. In your opinion, at what age should schools start to talk about pupil on pupil sexual harassment?

- At primary school - Year 2 or earlier
- At primary school - Year 3
- At primary school - Year 4
- At primary school - Year 5
- At primary school - Year 6
- At secondary school - Year 7
- At secondary school - Year 8
- At secondary school - Year 9
- At secondary school - Year 10
- At secondary school - Year 11 or older

If you would like to explain further, please use this box:

13. In your opinion, what more could your school do to promote respect and to deal with pupil-on-pupil sexual harassment?

Definitions and Glossary

Body Dysmorphia	A mental health condition where a person spends a lot of time worrying about flaws in their appearance. These flaws are often unnoticeable to others.
Body shaming	Criticism of someone on the basis of the shape, size or appearance of their body
Catcalling	Shouting or calling out sexually harassing or derisive suggestive comments at someone publicly
Catfishing	When a person creates a fake persona or a fake profile on a social media platform, usually with intention to lure others into a relationship
ELSA	Emotional literacy support assistants who have been trained in the delivery of emotional support for children and young people
Fat shaming	Expressing mockery or criticism about someone judged to be fat or overweight
Grooming	When someone builds a relationship, trust and emotional connection with a child or young person so that they can manipulate, exploit and/or abuse them
Harmful sexual behaviours	Harmful Sexual Behaviours (HSB) can be defined as: sexual behaviours expressed by children and young people under the age of 18 that are developmentally inappropriate, may be harmful towards themselves or others or be abusive towards another child, young person or adult. This definition of HSB includes both contact and non-contact behaviours such as grooming, exhibitionism, voyeurism and sexting or recording images of sexual acts via smart phones or social media applications. (Wales Safeguarding Procedures, 2020)
Peer-on-peer sexual harassment	Persistent unwanted conduct of a sexual nature by a child towards another child 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. (Department for Education, 2021)

Sexting (sharing nude images)

Writing and sharing explicit messages or images with other people (Welsh Government, 2020b); Sexting commonly refers to the sharing of illicit images, videos or other content between two or more persons. Sexting can cover a broad range of activities, from the consensual sharing of an image between two children of a similar age in a relationship to instances of children being exploited, groomed, and bullied into sharing images, which in turn may be shared with peers or adults without their consent. (Crown Prosecution Service 2017)

The protected characteristics

The nine protected characteristics as defined by the Equality Act 2010 are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation

Numbers – quantities and proportions

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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