

Hornsea School & Language College



Inappropriate Sexual Behaviour, Harassment and Violence between Children Policy

Created by:	Chris Hamling / Kay Sullivan	
Date Created:	April 2021	
Approved by:	Headteacher: 20/10/21	Governing Body: 20/10/21
Last Reviewed:	Date: August 2021	By: Chris Hamling
Date of Next Review:	August 2022	

Contents

1	Introduction
2	Sexual Violence, Consent and Sexual Harassment – Definitions 2.1. Sexual Violence 2.2. Consent 2.3. Sexual Harassment
3	Sharing Concerns
4	Process
5	Key Principles
6	Contextual Safeguarding
7	Preventative Strategies
8	Review
9	Appendix 1 – Sexual Harassment and Abuse – Further Information
10	Appendix 2 – Model Continuum for Sexual behaviour
11	Appendix 3 - Resources and Support

1. Introduction

Hornsea School and Language College (HSLC) adopts a whole school approach underpinned by zero tolerance of inappropriate sexual behaviour, harassment and violence. In so doing, school adheres to the principle outlined in Keeping Children Safe in Education (KCSiE 2021) (DfE), Part 5.

HSLC places overriding emphasis upon this responsibility which will extend to information received covering alleged incidents and behaviour(s) across the school community, in and out of school, in person and online.

Background

In April 2021, the government asked Ofsted to undertake an immediate review of safeguarding policies in state and independent schools and colleges in relation to sexual abuse (Harassment and Violence). The catalyst for the above is the information emerging from testimonials submitted to the web site ***'Everyone's Invited'*** which provided a place where victims, mostly in schools, are encouraged to record their experiences of sexual assault and abuse. As of 31 March 2021, over 11,000 testimonies had been submitted.

The Ofsted review looked at the extent and severity of the issue and how to ensure schools have appropriate processes in place and whether schools have appropriate processes in place to allow pupils to report sexual abuse concerns freely, knowing these will be taken seriously and dealt with swiftly, sensitively, seriously and appropriately. This is linked to the Government's wider 'Tackling Child Sexual Abuse Strategy' published in January 2021. Key documents informing this Policy are:

- The Children Act 1989
- Keeping Children Safe in Education (KCSiE 2021) (DfE)
- Ofsted Review of sexual abuse in schools and colleges, June 2021
- Sexual violence and sexual harassment between children in schools and colleges (2021) (DfE)
- Sexting in Schools and Colleges (UKCCIS)

- Working Together to Safeguard Children (2018) (HMG)

This Policy serves to outline the school approach to managing and addressing any such concerns that come to light.

Whilst this Policy should be viewed as an addendum to and read in conjunction with

- HSLC Child Protection and Safeguarding Policy
- Peer Conflict / Unpleasantness and Peer on Peer Abuse (Anti-Bullying) Policy

it is also a standalone Policy in its own right. Where appropriate, relevant law, statutory guidance and HSLC policies have been used to inform the creation of this policy. This includes:

The approach of HSLC and school procedures are outlined below. It is characterised by:

- Acceptance of the impact of such harmful behaviour(s) and a school wide commitment, led by the Senior Leadership Team, to support and address any concerns through prompt action
- The inherent complexity of such behaviour and need for a carefully considered and informed approach that is child centred.
- Adherence to the procedures outlined in the HSLC Child Protection and Safeguarding policy
- Allegations will be taken seriously (this will be stressed to the student making the allegation), not dismissed as ‘banter’, ‘having a laugh’ or ‘part of growing up’. Victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- A recognition, acknowledgement and understanding of the identified scale of harassment and abuse and implications of this for HSLC, that this will not be downplayed and as such there will not inadvertently be developed a culture that supports unacceptable behaviour, an unsafe environment or a culture that normalises such abuse
- An acknowledgement of the importance of ‘contextual safeguarding’ and the influence of factors outside of school and family that can cause concern
- A whole school approach that incorporates preventative education in the curriculum and is reinforced continually by pro-social, positive staff role models
- Awareness of the potential for children with SEND being disproportionately impacted by peer on peer abuse and harassment
- Maintenance of established, robust, well publicised Pastoral and Safeguarding procedures and high profile presence across school of senior staff
- Adherence to statutory guidance and local safeguarding protocols
- A prompt, proportionate, structured response that is objective, evidence based and provides context and substantiation to any allegations
- Multi-agency working with the involvement of, and referral to, relevant agencies
- Information sharing during the process of addressing concerns
- Planning / intervention to support victim and perpetrator
- Development of robust risk management arrangements and adjustments needed within school
- A cycle of review and maintaining accurate and timely recording
- Incorporating the voice, wishes and feelings of the victim

- Maintaining a school wide culture and ethos that champions and reinforces tolerance, inclusivity and respect for all, with emphasis upon acceptable behaviour and standards of conduct.

Every effort will be made to prioritise the safety and protection of the victim(s) and other HSLC students and young people. This approach will nestle within and support the work delivered within the school curriculum.

School will look to adopt a non-judgemental, evidence based, proportionate approach and response, where necessary seeking advice through consultation and referral / reporting to Police and Children’s Social Care in line with local safeguarding protocols. This will be done on a case by case basis, taking account of the unique factors involved. Sharing of information in school and externally will be directed by guidance. The context of the behaviour will be established to assist staff in making sense of the situation (e.g. consent issues, intention, repetition, power imbalance, age, developmental stage, potential for criminal offence etc.)

Keeping Children Safe in Education (September 2021) - (KCSiE) - maintains emphasis on the duty for schools to guard against the negative impact on children’s welfare, happiness and development, caused by peer on peer abuse. In Annex B of *KCSiE* (September 2021, p.137) the following is stated:

“Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.”

It is the case that such behaviours can be located on a broad spectrum of severity, impact and risk (potential and actual for victim and perpetrator) and school will always endeavour to make full sense of the situation when making professional judgements and to inform decision making (i.e. in terms of context, pupil response, support required, risk issues and sanctions necessary).

Specific guidance on managing reports of child on child sexual violence and harassment is detailed in *KCSiE*, 2021 in the form of ***Part 5: Child on child sexual violence and harassment and also Sexual violence and sexual harassment between children in schools and colleges (2021) (DfE)***

2. Sexual Violence, Consent and Sexual Harassment – Definitions (Sexual violence and sexual harassment between children in schools and colleges (2021) (DfE)?

2.1 Sexual Violence

In the context of child on child sexual violence, this refers to sexual offences under the Sexual Offences Act 2003/14 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

2.2 Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual consent

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16; 17
- sexual intercourse without consent is rape.

2.3 Sexual Harassment

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. Child on child 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. Whilst not intended to be an exhaustive list, sexual harassment can include:

- **sexual comments**, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- **sexual "jokes" or taunting**
- **physical behaviour**, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- **online sexual harassment**. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
 - o **sharing of unwanted explicit content;**
 - o **upskirting** (is a criminal offence²⁰);
 - o **sexualised online bullying;**
 - o **unwanted sexual comments** and messages, including, on social media;

o **sexual exploitation; coercion and threats.**

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

3. Sharing concerns

There are a variety of established procedures in school that can be accessed to share concerns that staff or students may identify or have. The procedures in school are designed to be easily understood and accessible and are well promoted within school.

Staff based in the Pastoral and Student Support Teams are always readily available across the school day and can offer 1:1 appointments and support, staff in these Team's are approachable and able to facilitate immediate support. All students are encouraged to share concerns they may have with school staff (teaching and non-teaching); school staff are familiar with the procedure for reporting safeguarding information and concerns.

Students have access to the 'BIG RED BUTTON' which is located on the school web site in the Student Tab drop down menu. This facility offers a secure and confidential means to share information and prompt support.

4. Process

Although sequential, the Process is multi-faceted and will involve simultaneous and coordinated action by key staff. Emphasis here is on the overall process that is followed:

1	School made aware of (this may be from a variety of sources and relate to alleged incidents and behaviours in and out of school – in person and via social media) and log concerns using CPOMS and Peer on Peer Abuse tracker
2	Information logged and initially evaluated and profiled, and HSLC Safeguarding Team (DSL / SLT and DDSL) take responsibility for managing the school response to any allegation, including risk management and safety planning – immediate and ongoing.
3	Risk management - Immediate action will be taken to ensure the safety of students involved (victim(s) and perpetrator(s)) in the allegation and the wider school community.
4	Although depending upon the nature of the allegation / behaviours, at this point, it is highly likely that guidance* from Children's Social Care / Safeguarding will be requested to direct information sharing and any requirement for Police involvement as well as how best to proceed to support the situation in terms of actions within school and communication with both students and parents (see 6. below) *Guidance will be sought to ensure that any school actions will not potentially compromise any Police or Children's Social Care investigation
4	In line with 3. above, any alleged behaviours that are judged by school to involve inappropriate sexualised behaviour in any form will be thoroughly investigated* (for example, taking statements from all concerned, checking school CCTV etc). Information will be recorded at every stage
5	Ongoing consideration and implementation of Risk Management and support arrangements for students involved
6	School decision making response formulated, recorded and put in place – involving designated staff or partner agency involvement to lead and undertake specific work – investigate / report / feedback / share information via contact home / complete identified follow up work / establish safety and risk management plans where necessary for those involved / follow up review (pupils / home) In line with guidance the following will be considered, possibly in conjunction: 1 – Manage internally 2 – Early Help 3 – Referral to Children's Social care 4 – Reporting to the Police

	Consider school based sanctions if appropriate
7	Consider school based intervention e.g. ELSA or targeted work (potentially involving external partner agencies and specialist support) to support identified need (victim and perpetrator)
8	Confirmation of how to access ongoing support if required and agreed arrangements and expectations
9	Subsequent post incident review to ensure that concerns remain resolved at 2 weekly intervals up until all issues have been resolved
10	Review by DSL and DDSL of 'lessons learned' to inform ongoing practice and any required actions

Our aim is to ensure that the response of school to alleged incidents (that may be highly charged situations and very complex) is characterised by decision making that is thorough, consistent, fair, balanced and informed. This approach underpins the whole school approach and commitment to maintaining the safeguarding culture and inclusive ethos of HSLC and our duty of care in relation to dealing with any form of such unacceptable behaviour(s) that become evident within the school community.

Staff when identifying or when made aware of such problematic behaviour(s) will make every effort to act promptly, consistently, fairly and in a structured manner to address and resolve difficulties and any safeguarding issues emerging (action taken will be in accordance with the HSLC Child Protection and Safeguarding Policy).

As far as is possible and depending upon advice and guidance received, at every stage parents / carers will be kept fully informed and follow up monitoring and review will take place to ensure that issues are satisfactorily addressed and remain resolved.

5. The following Key Principles, drawn from KCSiE 2021, guide the approach of HSLC

- Safeguarding and promoting the welfare of children at HSLC is the responsibility of *all* staff.
- Staff should always consider what is in the best interests of pupils
- No single staff member can have a full picture of each child and so prompt action and sharing of information is crucial.
- Staff should be aware that abusive behaviour amongst peers can put children in danger; abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”, or “having a laugh”.
- Children are vulnerable to abuse by their peers and all staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This may include, but is not limited to, bullying (including cyber bullying) gender based violence/sexual assaults, youth produced sexual imagery, homophobic, biphobic or transphobic bullying
- Such abuse should be dealt with as seriously as abuse by an adult and must be subject to the same child protection procedures. Abusive behaviour can happen to any pupil in a school setting and may be perpetrated by a child of the same or different sex.
- Regarding any safeguarding issue, all members of the community are asked to cultivate an understanding that ‘it could happen here’ and be prepared to ‘think the unthinkable’
- The alleged perpetrator is likely to have considerable vulnerability and unmet needs as well as posing a risk of harm to other children. It is likely that perpetrators will have suffered considerable disruption in their lives and may have witnessed or been subject to physical or sexual abuse. They may have committed other similar offences and may have problems with their educational development. They may therefore also be at risk of harm and in need of protection and any plans to reduce the risk posed by the perpetrator must take in account their own needs

- Finally, staff are aware of the crucial importance of sharing any concerns immediately to allow a timely response and allowing support and management of any risk to be made available as soon as possible

Please see Appendix 1 and 2 for further information

Appendix 1 - Sexual Harassment and Abuse – Further Information

Appendix 2 - Model continuum for sexual behaviour

6. Contextual Safeguarding

Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to peer on peer abuse therefore needs to consider the range of possible types of peer on peer abuse set out above and capture the full context of children's experiences. This can be done by adopting a 'contextual safeguarding' approach and by ensuring that our response to incidents of peer on peer abuse takes into account any potential complexity.

This Policy and procedures encapsulate a contextual safeguarding approach, which:

- is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- considers interventions to change the systems or social conditions of the environments in which abuse has occurred.

7. Preventative Strategies

At HSLC we recognise that it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly we recognise that peer on peer abuse can occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This is done by ensuring that we have an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This is linked to the requirement explicitly placed upon staff to be "*useful*", "*kind*" and to "*make a difference*" to the lives of the young people attending HSLC.

This is supported by our strong and positive Life Studies curriculum (PHSE) that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. The Life Studies Curriculum is robust and class based teaching is supplemented by guest speakers and targeted themed events. Students cover a variety of topics, Mental Health, Healthy Relationships and Sex Education (statutory), Careers and Enterprise (statutory), Rights and Responsibilities of Citizens, Current Affairs and How to survive the real world.

We also strive to have an open and honest environment and school community where all staff feel confident and able to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. All staff treat each other with respect, and everyone is encouraged to listen to each others' views, needs and concerns.

Finally, our pupils are given a voice in changing their circumstances and that of the procedures within school. HSLC is further developing student participation and plans a school council to build upon the 'pupil voice' arrangements, this will encourage pupils to support changes and aims to develop

'rules of acceptable behaviour' and will help to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

8. Review

This Policy will be reviewed annually and by exception should legislation or statutory guidance change.

9. Appendix 1 – Sexual Harassment and Abuse – Further Information

There are many forms of abuse that can occur between peers and the following list is not exhaustive:

Sexting / youth produced sexual imagery

Sexting / youth produced sexual imagery is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics' or 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

Once the image is taken and sent, the sender has lost control of the image and the image could end up anywhere. By having in their possession or distributing to others indecent images of a person under 18, many young people are not aware that they could be committing a criminal offence under the Sexual Offences Act 2003.

Any direct disclosure by a pupil (male or female) will be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves. When an incident involving sexting / youth produced sexual imagery comes to a school's attention we will follow the guidance as set out in the UKCCIS publication Sexting in Schools and Colleges: Responding to incidents and safeguarding young people.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. We recognise the importance of distinguishing between problematic and abusive sexual behaviour.

A model continuum to demonstrate the range of sexual behaviours presented by children can be used when seeking to understand a pupil's sexual behaviour and deciding how to respond to it. This model is replicated below in Appendix 3. In relation to any reports or disclosures of sexual violence and sexual harassment between children we will:

- make it clear that sexual violence and sexual harassment is never acceptable, will never be tolerated and is not an inevitable part of growing up;
- challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and other private areas of the body.

Ultimately any decisions on how to proceed with an allegation of sexual violence and sexual harassment will be made on a case by case basis with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the Police as required.

Some situations, however, are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law; and
- creating and sharing sexual photos and videos of under-18s is illegal (see above info – Sexting / youth produced sexual imagery). This includes children making and sharing sexual images and videos of themselves.

10. Appendix 2 - Model continuum for Sexual Behaviour

This model relates exclusively to sexual behaviour and is not exhaustive. The Brook Sexual Behaviours Traffic Light Tool can also be very helpful in identifying sexual behaviours by children. Staff should always use their professional judgement and discuss any concerns with the Designated Safeguarding Lead (DSL). Where an (alleged) incident involves a report of sexually harmful behaviour, staff should consult the DfE's Advice 'Sexual violence and sexual harassment between children in schools and colleges : advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads (May 2018).

	HEALTHY	PROBLEMATIC	HARMFUL
1. Type of sexual behaviour	Age appropriate, mutual, exploratory	Not age appropriate, sexualised language, touching under clothing	Penetrative, aggressive, violent, highly coercive
2. Context	Open, spontaneous, playful, light hearted	No secrecy or force but other child/ren are uncomfortable	Planned, secretive, elements of threat or coercion
3. Child's emotional response when challenged	Embarrassed, takes responsibility, understands the impact on others	Ashamed, may struggle to accept responsibility but can show empathy / remorse	Angry, denying, aggressive – cannot take responsibility, blames others
4. Response of other children / adults	Engaging freely, happy, may be embarrassed	Uncomfortable but not fearful	Unhappy, distressed, frightened – possible physical injuries
5. Relationship between the children	Similar age / ability, would normally play together	Would not normally play together and / or one child may be more in control than the other	Clear power differences – age, size, status, gender, strength, personality, ability
6. Frequency of the behaviour	Ad hoc or single incidents	Intermittent but may be increasing in frequency	Frequent and disproportionate to other aspects of their life
7. Persistence	Behaviour is ad hoc and the child is easily diverted	Recurring behaviour and difficult to distract / deter but child is responsive	Compulsive / cannot be distracted / appears to be a means to gain comfort or attention
8. Background information	No known concerns	Few or some concerns about the family / other difficult behaviours	Poor attachments / previous abuse / trauma / fire setting / abuse of animals / poor peer relationships

11. APPENDIX 3 - RESOURCES AND SUPPORT

HSLC	<p>Ask any member of staff to arrange for you to meet with Kay Sullivan (DSL) or Emma Webster (DDSL) Email – support@hslc.co.uk You do NOT need to share any details of your concerns with staff when requesting meeting</p> <p>Via the HSLC Web Site – Student Tab Drop Down Menu – The Big Red Button</p>
School Nurse	<p>Text the confidential helpline for advice and support 07507 332891 Mon-Fri 9am to 5pm</p>
<p>East riding Safeguarding and Child Protection Safeguarding & Partnership Hub (SAPH)</p>	<p>Child Protection initial referral / support & Advice: Intensive & Specialist Safeguarding support</p> <p>1. Urgent C P concerns 2. Consultation with Social Worker</p> <p>Mon to Thu 8:30am – 5:00pm Fri 8:30am – 4:30pm 01482-395500</p> <p>Out of Hours 01482-393939</p>
NSPCC	<p>Report abuse in education helpline - everyone's invited: 0800 136 663</p> <p>The NSPCC has been commissioned by the DfE to set up an independent helpline for children, parents and professionals to seek expert, sensitive advice from the NSPCC and safely report abuse that has happened or is happening in educational settings. The helpline is a dedicated line for children and young people who have been victims of abuse and for worried adults and professionals that need support and guidance. Run by fully-trained NSPCC helpline staff, NSPCC staff will offer advice for anyone concerned about current or non-recent abuse.</p> <p>Please contact the helpline on 0800 136 663 Monday to Friday 8am – 10pm or 9am – 6pm at the weekends or email</p> <p>help@NSPCC.org.uk</p>
RAPECRISIS	HTTPS://RAPECRISIS.ORG.UK/
THESURVIVORSTRUST	HTTPS://WWW.THESURVIVORSTRUST.ORG/
WOMENAGAINSTRAPE	HTTPS://WOMENAGAINSTRAPE.NET/
NHS	HTTPS://WWW.NHS.UK/LIVE-WELL/SEXUAL-HEALTH/HELP-AFTER-RAPE-AND-SEXUAL-ASSAULT/