

# Sexting: Consulting Young People to Inform Practice

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# Aims of session

- Understand what sexting is
- Understand what the law says about sexting
- Learn from what young people say about sexting, how can this inform our practice?
- Understand how to manage sexting
- Signpost to resources and guidance
- Share knowledge and expertise

# Reasons for project

- Concerns about the level of sexting from partners
- Review and improve ways of addressing sexting
- A more consistent approach
- Consult young people to inform practice and find best way forward

# Sexting Project - Aims

- Find out prevalence, experience and impact of sexting by consulting young people
- Reduce incidence and impact of sexting
- Learn from young people to develop appropriate preventative education, guidance and resources

# Methodology – 99 Year 9 students in 4 Oxfordshire schools, 10 groups

Group No.:	Date:	Gender:	No. of young people at start:	Total No. of young people at school:
1	08/12/15	Boys	12	24
2	08/12/15	Girls	12	
3	20/01/16	Boys	6	11
4	20/01/16	Girls	5	
5	27/01/16	Girls	11	34
6	27/01/16	Boys	11	
7	27/01/16	Boys	12	
8	28/01/16	Girls	10	30
9	28/01/16	Boys	10 (2 left early, so missed some of session)	
10	28/01/16	Girls	10	

# Key findings

## 1. Multiple terms for sexting

**Nudes**

*No-one would ever say sexting, only teachers.  
It's too formal.*

**Dick Pics**

**Booty Pics**

## 2. Snapchat and Instagram

*Images are mostly sent on Snapchat, then it's only for one second*

*You can set time so they can only see it for 1, 2 or 3 seconds and can't get it back*

*But with Snapchat you can screenshot without it telling you and then replay it*

*He showed it to others by posing the picture on Instagram*

# 3. Rumour vs reality

*People assume you've done it and accuse you even if you tell them you haven't*

*Sometimes it's made up though – people say people have sent pictures when they haven't – If people think someone is that kind of person they think they probably would have sent them*

*Ten years ago that would have been like “OMG OMG!” but now it's normal because it happens so much and you just get on with it*

*You hear rumours – lots of talking about it... “Bet I can get a nude off her”*



# 4. Gender differences

*Girls send photos the most and boys ask for more*

*Boys think there's nothing wrong with it, girls think it's bad*

*Girls will get called "slut" but boys don't get judged*

*Girls don't really screenshot like boys*

# 5. Age range for sexting

*It's all that change between primary school and secondary school when you want to prove yourself, make yourself known*

*Maybe if I send Nudes I'll feel more like an adult*

*It gets less common in Year 9, all these stories of screenshots go round and people get more cautious*

# What counts as an indecent image?

*What counts as an indecent image?*

*Would wearing a bikini be classed as indecent?*

*What if you just take a picture of yourself but you just happen to be wearing a bikini? Is it ok if you are going swimming with friends and you have a picture of everyone in bikinis and it just says "going swimming"?*

# Police Image Categories

	Possession	Distribution*	Production**
Category A	<p>Possession of images involving penetrative sexual activity</p> <p>Possession of images involving sexual activity with an animal or sadism</p>	<p>Sharing images involving penetrative sexual activity</p> <p>Sharing images involving sexual activity with an animal or sadism</p>	<p>Creating images involving penetrative sexual activity</p> <p>Creating images involving sexual activity with an animal or sadism</p>
Category B	<p>Possession of images involving non-penetrative sexual activity</p>	<p>Sharing of images involving non-penetrative sexual activity</p>	<p>Creating images involving non-penetrative sexual activity</p>
Category C	<p>Possession of other indecent images not falling within categories A or B</p>	<p>Sharing of other indecent images not falling within categories A or B</p>	<p>Creating other indecent images not falling within categories A or B</p>

# 6. Who's involved

*It's mostly people you know (rather than strangers on the internet etc.) as you think you can trust them. Kids are aware of 'paedos' (someone says it's a 20 year old boy, but actually it's a 40 year old man)*

*Usually people you know*

*Can be just people who add you on Snapchat*

# 7. Reasons

***Girls want boys to think their bodies are amazing***

***Girls feel pressurised - if you don't do it you're frigid***

***Boys are like "I can show my mates"***

***Influence from celebrities who have done similar things. It has an impact if things are posted on social media. Everyone thinks "wow that's cool I should do that" like Kim Kardashian and Miley Cyrus.***

# 8. The Law

*You can have sex at 16  
so if you're sexting  
that's ok*

*Isn't it when you're 16 you can  
be in an intimate relationship –  
so it's ok*

*It's all to do with the  
age between the two  
people e.g. 13 year old  
girl and 30 year old man*

*The term illegal has become such a  
broad term now. I used to think if I  
do something illegal "Oh I'll go to  
jail" but now it's thrown around  
everywhere by teachers*

*Not using the term illegal  
lightly. It is used as a  
threat so much*

Under the provision of section 1 of the Protection of the Children Act 1978(the Act) (PNLD Doc D462). It is an offence to:

- a) **take, or permit to be taken**, or to make any indecent photograph or pseudo photograph of a child
- b) **distribute or show** such indecent photographs or pseudo photograph, or
- c) **have in your possession** such indecent photograph or pseudo photograph with a view to being distributed or shown by himself or others, or
- d) **publish or cause to be published** any advertisement likely to be understood as conveying that the advertiser distributes or shows indecent photographs or pseudo photographs or intends to do so

A child is defined by section 7 of the Act(PNLD Doc D965) **means a person under 18**



# 9. The Risks

***Everyone finds out and then hates you for it***

***People will still do it***

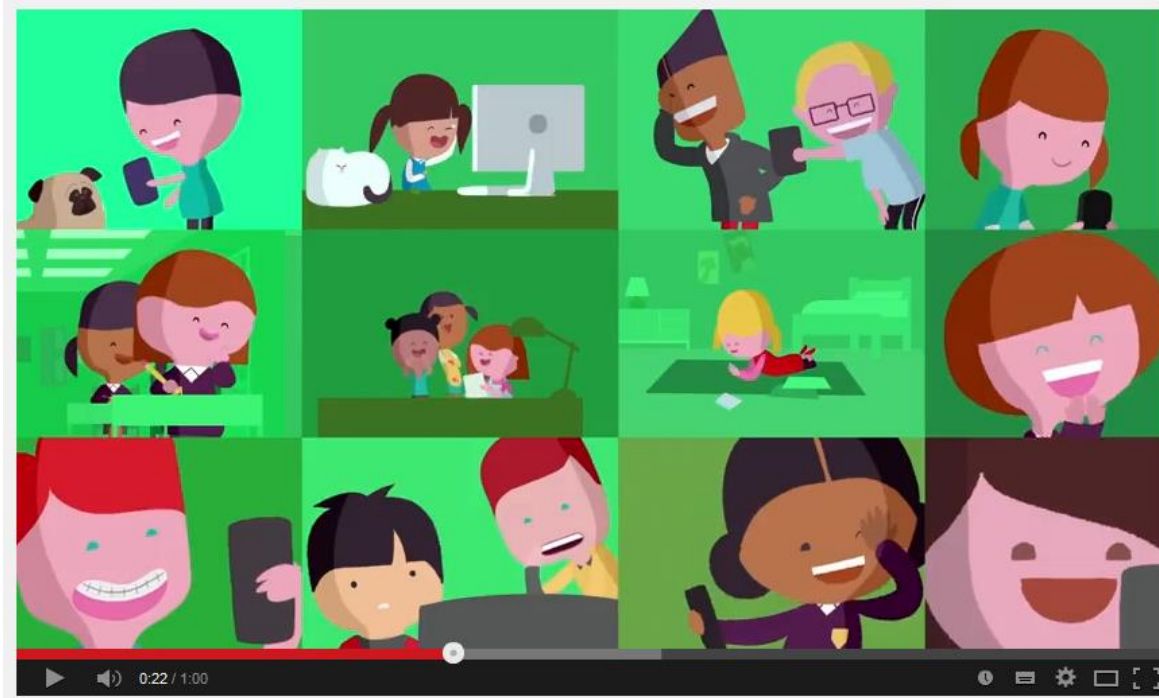
***Could affect your choices on jobs – you couldn't work in a nursery or be a teacher because they wouldn't be able to trust you around children***

***If you're on the Sex Offenders list doesn't that mean you have a criminal record – so you can't go to America or other countries?***

***Getting bullied, self-harm, committing suicide, suicidal thoughts***

***Could turn out like Amanda Todd – get really depressed and have everyone judging you and turning against you***

# “I Saw Your Willy!”



***NSPCC advert about John and his friend – it was very useful as I’m not going to share my willy after that!***

# 10. Sexting Education

*Maybe a school nurse or counsellor as you don't see them every day*

*That it was not a teacher as it's harder to talk to them – they will tell all the other teachers. This is more private then you know they're not going to gossip in the staff room*

*See important videos about the impact of sexting*

*Kids can talk about it after watching in case there is anyone that has any concerns*

*Smaller groups – more personal- prefer it to be confidential so we can speak freely*

*They do things about relationships but don't really go into things like sexting*

*People should learn about it from the end of primary school*

# 11. Messages to other young people

***It ruins your life because it gets spread around. You get bullied and can't get jobs or go places***

***Don't do it or send because it might get shared around when don't want it to and it can mess up your life***

***Think before you press send because it can affect your future***

***It's more dangerous than you think***

***If you want to see someone's private parts do it in person***

# 12. Evaluation

*We got told the risks and consequences in a mature way which will impact us more in smaller groups*

*Maybe a school nurse or counsellor as you don't see them every day*

*We all know more about sexting and we know the real meaning of illegal*

*Gets you to understand more about sexting*

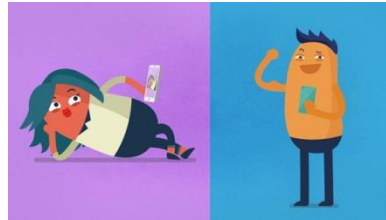
*I think that now we have spoken about this, more people will think about it*

*Face to face. People talking about what they actually know rather than made up*

# Recommendations

- Develop a sexting resource pack including session plans, resources, guidance etc.
- Schools review their SRE, recommendation that some sessions delivered are confidential, single sex, other than school staff
- Sexting survey
- Investigate the commissioning of a video resource
- Share results with schools, partners and those working with young people

# Resources



<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/> 2 Short films and lesson plans/primary

UKCCIS :Sexting in schools and colleges: responding to incidents and safeguarding young people <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

New Resources from Childnet International – Cyberbullying guidance and PHSE suite of resources “Crossing the Line”

[www.childnet.com/pshetoolkit](http://www.childnet.com/pshetoolkit) [www.childnet.com/cyberbullying-guidance](http://www.childnet.com/cyberbullying-guidance)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk) Govt. website aimed at older young people

CEOP Nude Selfies <https://www.youtube.com/watch?v=XjV0IKYpakk> parent/carer section of [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

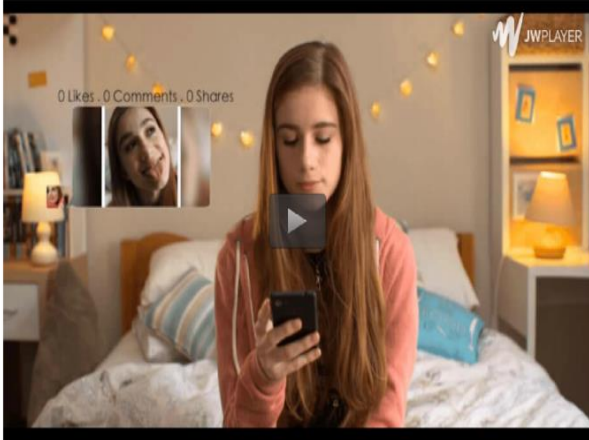
<http://schools.oxfordshire.gov.uk/cms/content/internet-safety-and-cyberbullying>

# PSHE

## "Just send it" Toolkit

← Back to resources

### Just send it



0 Likes · 0 Comments · 0 Shares

Contains moderate bad language and themes of bullying

PSHE Association Quality Assured Resource

PSHE Association

To download a copy of this film, right click this link and follow the download instructions.

Including lesson plans, teachers guidance, activities

4 short films about cyberbullying, sexting, peer pressure and self-esteem

Small pilot - 100% of teachers would recommend these resources to other teachers. 80% pupils found the topic interesting and relevant, 77% found it helpful .



The title of this toolkit is 'Crossing the Line'. In this film, where do you think the line was crossed?

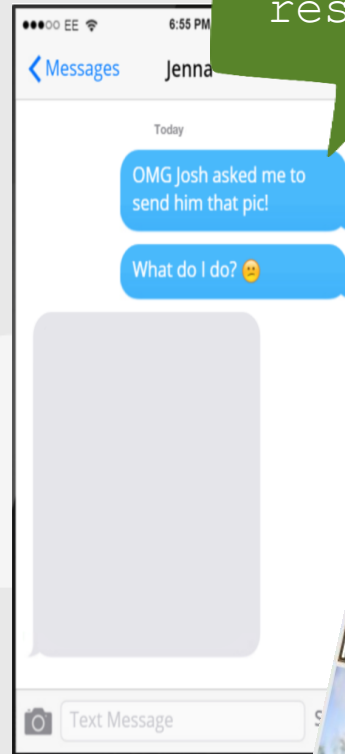
Abi was reluctant at first to send the image to Josh. What made her change her mind?

Did Abi give consent for her photo to be shared around the school? In this situation, who is more at fault - Josh, Abi or Brandon? Anyone else?

# Responding to peer pressure

How could Jenna respond to Abi?

How could Abi respond to Josh?



# Sexting case study

- Every case is unique, taking risk factors into consideration to aid decision making. No clear definite answers but safeguarding the child is paramount
- Schools and youth settings should have a protocol and risk checklist to aid decision making and ensure consistency. Access to support and advice from designated safeguarding lead

# Conversation with young people

- Importance of quality of conversation, non-judgemental, calm, explaining confidentiality and need to share, assessing risk and impact on child, safeguarding the child is paramount
- What has the impact been? Is there a safeguarding risk for either child? What support do they need?
- Empowering the child to keep safe, exploring the practical issues (e.g. is the image still on their phone? etc.) and being clear about next steps

# Dealing with incident

- What sort of image is it? Is it potentially illegal or is it inappropriate?
- How widely has the image been shared and is the device in their possession? Where could images be? (cloud/internet)
- Does the child/young person need immediate support and or protection?
- Are there other children or young people involved?

# Reporting to the police

- How explicit/what category is the image? (boy's image was explicit – girl's wasn't)
- Were coercion or threats involved?
- The vulnerability of the parties and how they have been affected
- The police's response would be to not criminalise the young people concerned. Viewed as sexting – not sharing of pornographic images. The matter would only be taken further if there are aggravating factors.
- Outcome 21 – police ensure recording to improve information sharing and safeguarding – but not disclosed on a db (no guarantees)
- National guidance is coming soon to ensure consistency on police response to sexting

# How should other agencies be involved?

- Existing safeguarding concerns, already been a M.A.S.H. referral
- Importance of sharing information with other agencies. Who is able to support and work with the child?
- Engagement and involvement of parents and carers is crucial to safeguarding the child

# Other things to consider

- Dealing with the bullying – what other work needs to be done to address this? Consider if a restorative approach is appropriate?
- What work is needed with the other young people who have been affected? Providing follow up support/education
- Continuing to provide support and monitoring the risk
- What preventative work is needed? - reviewing how and when to provide this
- New national guidance from UKCCIS September ['Sexting' in Schools: advice and support around self-generated images. what to do and how to handle it.](#)