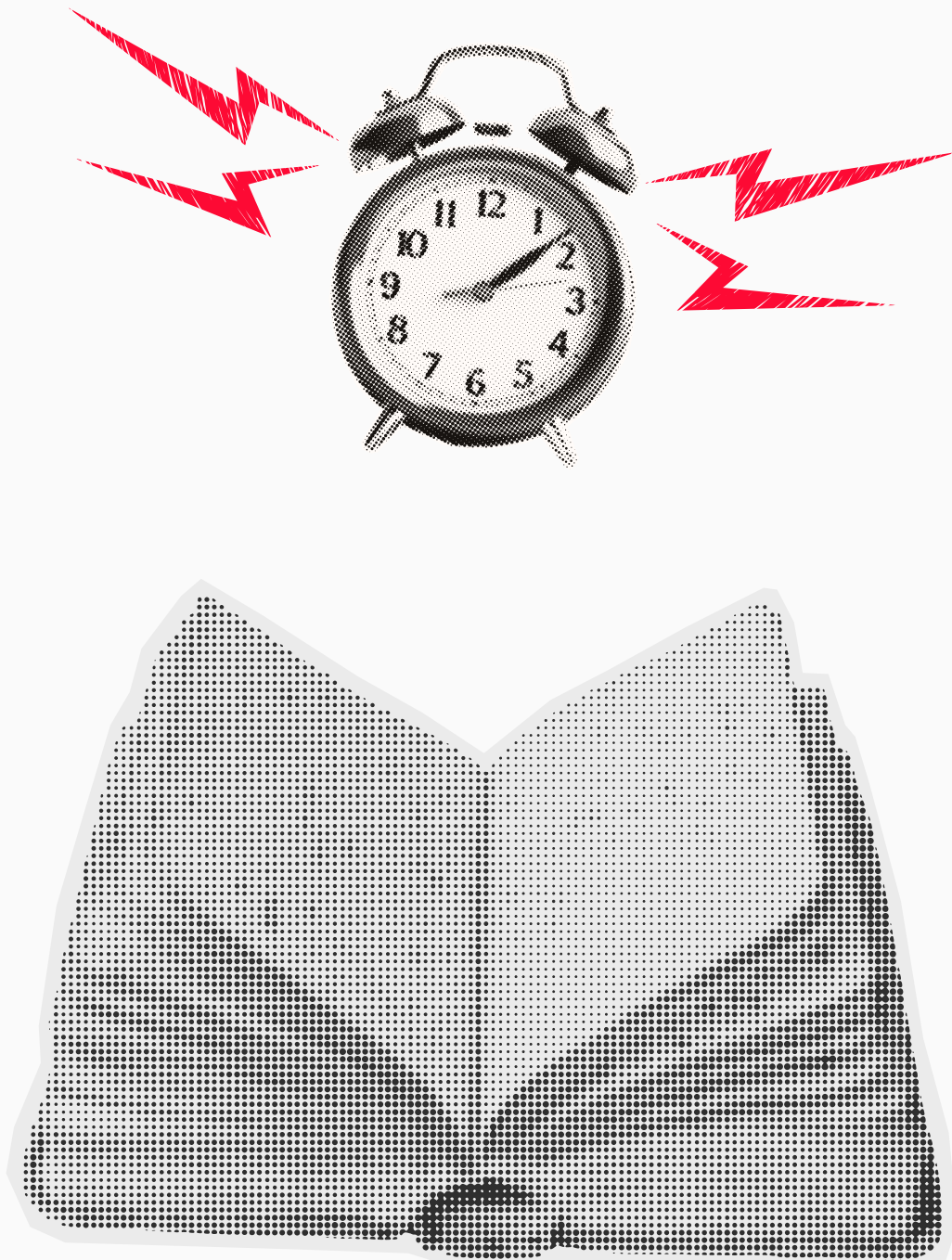
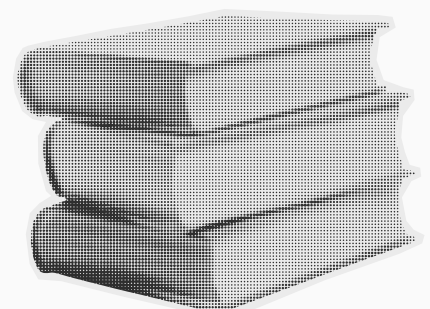


# Ei Quick Guides



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# What are quick guides?

**The world moves so quickly, it is hard to keep up. We're also busy human beings who don't have time to research every topic related to the lives of our children. That is why Ei quick guides were created.**

These guides are your quick source of key information on all the important topics related to your child's online life.

These guides provide key information. For more detailed information, you can go to the reference list at the end of this document and click on the links to read further.

You can also email us at: [education@everyonesinvited.uk](mailto:education@everyonesinvited.uk) with any further questions.

# Algorithms

## What is an algorithm?

An algorithm is a step-by-step set of instructions designed to solve a problem or perform a specific task.



Social media platforms like TikTok rely heavily on algorithms to personalise content and keep users engaged.

## Key types of algorithms:

### Content recommendations

This algorithm decides which videos appear on your feed based on:

- Videos you like, share, comment on.
- How long you watch a video before scrolling.
- Device info, location, language.

### Ad Targeting Algorithms

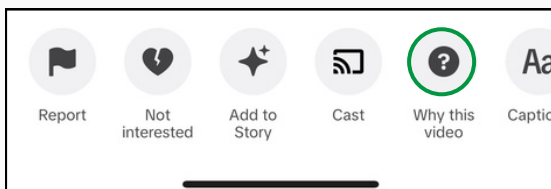
Ad targeting algorithms decide which ads you see, based on your behaviour, interests, and demographics.

### Algorithmic Loops & Addiction

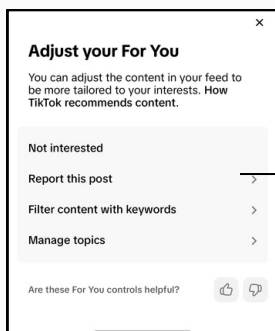
These algorithms continuously learn from your behaviour to keep you engaged, often leading to “rabbit holes”.

Example: You like one fitness video, so the algorithm puts hundreds more on your feed.

## How can I take control of my algorithm? (TikTok)



When you click ‘share’ you will see this bar. It will allow you to **report** a video or say you are ‘**not interested**’ in it.



When you click ‘**Why this video**’ it enables you to control what types of videos you see via: ‘**key words**’ or ‘**topics**’.

## Influencers know how to use the algorithm

- They use specific hashtags.
- They use controversial language to drive engagement.
- They create extreme content which generates engagement.
- They prey on the vulnerabilities of young people and sell them the solution.



Controversial content.

Relates to boys desire to engage with women / pressure to be seen with girls.

Addresses young boys “The game’s the game boys”.

## Algorithms push young boys misogynistic content

The study from Dublin City University tracked and recorded the content recommended to accounts registered as 16- to 18-year-old boys on blank smartphones.

All male accounts were fed masculinist, antifeminist and other extremist content within 23 minutes of scrolling, irrespective of whether they sought out general or male supremacist-related content. (DCU, 2024)

# TikTok

The age a young person can legally have a TikTok account is:

# 13

British children spend

# 127

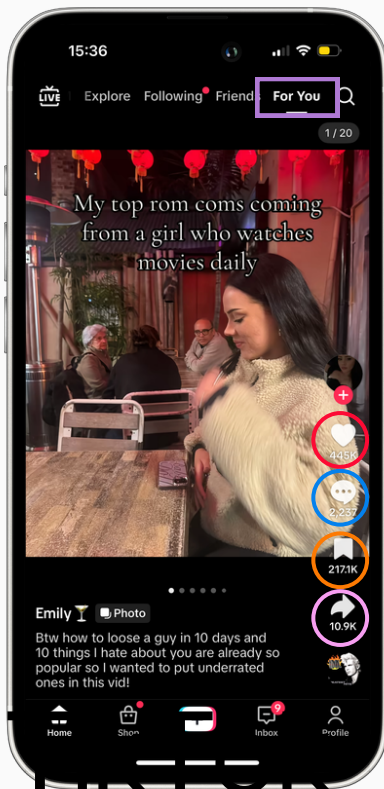
minutes a day on TikTok, more than in any other country.

Quostudio (2024)

# 28%

of 12–15-year-olds identify TikTok as their primary source of news.

OfCom, 2023



To the left is an example of the screen when you open TikTok

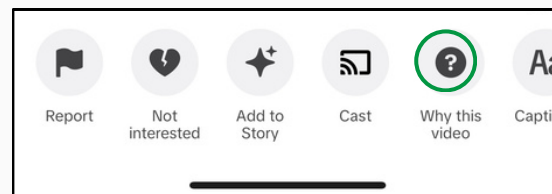
**'For you' page:** A page of content from people you do often do not follow. It is curated by the algorithm. It shows you videos it thinks you will like based on your interests.

**Like:** Represented by a heart icon.

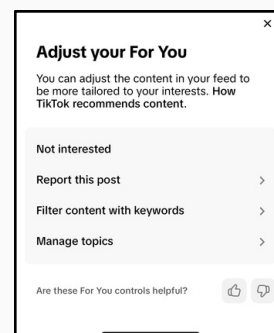
**Comment:** Represented by the speech bubble.

**Save:** Represented by the bookmark icon.

**Share:** Represented by the arrow icon (share to friends via private message).

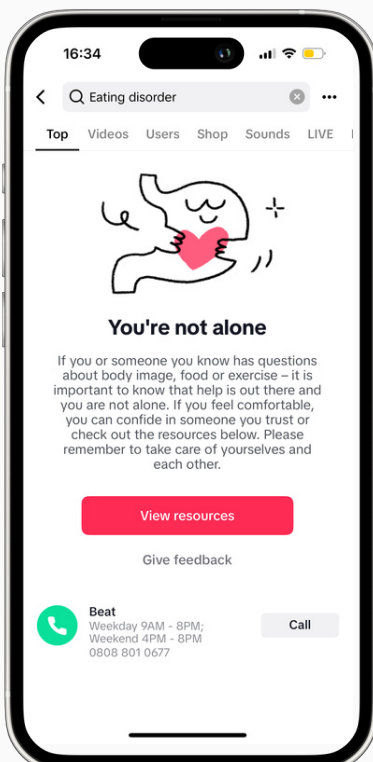


when you click **'share'** you will see this bar. It will allow you to **report** a video or say you are **'not interested'** in it.



When you click **'Why this video'** it enables you to control what types of videos you see via:

**'key words' or 'topics'.**



## Harmful content on TikTok

TikTok has community guidelines in place to remove harmful content.

Sometimes it can remain on TikTok despite these measures.

If your child searches for harmful content such as: self harm, suicide or eating disorders, TikTok will block the search and display a support message and support resources.

## Parent Tools on TikTok

*Family Pairing on TikTok allows parents, guardians, and teens to customise their safety settings based on individual needs. You can review and adjust the settings for your teen as needed. Teens can always increase their own restrictions, but can't reduce those set by you. You can link your TikTok account to your teen's account and set controls. To see the controls you can implement search: **TikTok Family Pairing** online.*

# SnapChat

The age a young person can legally have a Snapchat account is:

# 13

British children spend on average

# 97

minutes on Snapchat each day.

Ofcom (2025)

# 34%

of 12-15 year olds say they would find Snapchat the hardest app to give up.

## HOW DOES SNAPCHAT WORK?

Snapchat is an app where users can message and call their friends. They can also send pictures and videos to one person or a group chat. This content will disappear after they are viewed, unless the person sending selects them to be kept in the chat. This is the attraction to the app for many young people, the fact that messages and content seems temporary.

### THE CHAT

Your recent chats are shown here.

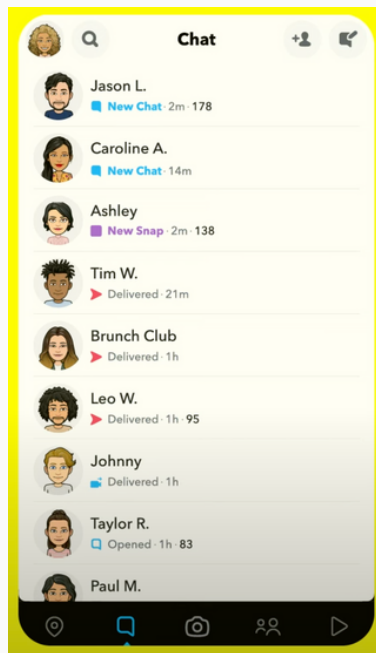
Blue means a typed 'text' message.

Red means a photo.

Purple means a video.

A filled icon means unopened / delivered.

A clear outlined icon means opened.



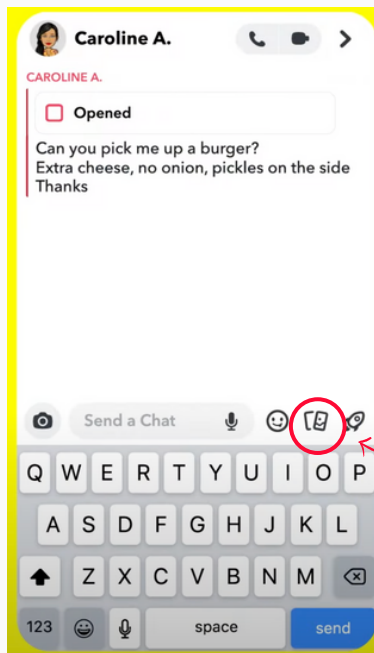
### PRIVATE DM'S

A private chat looks like this.

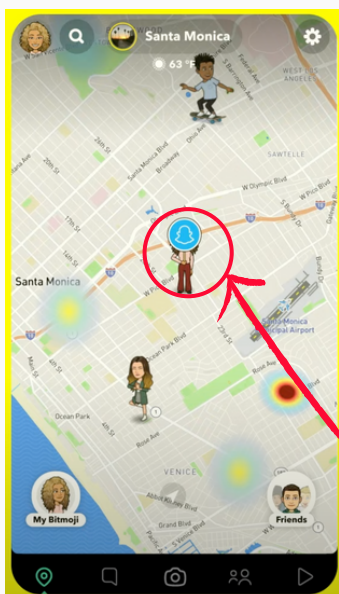
Typed / text messages appear on the screen.

Photos only appear for a specific time when you click on the square red icon.

You can also send photos / videos that stay in the chat, using this icon.



## 'MAPS' ON SNAPCHAT



Maps show your exact location (down to the specific building).

Only your friends can see your location.

You can adjust who sees your location or you can go on 'ghost mode' so your location is hidden.

## POTENTIAL HARMS ON SNAPCHAT

Having your location on can leave you at risk.

The 'Quick add' function can expose young people to getting friend requests from strangers.

If they have location on, this stranger may then be able to see their exact location.

People can screenshot / screenrecord your photos/ videos. You will be notified of this (see below).



They took a screenshot of your photo or video without sound



They took a screenshot of your video with sound



They took a screenshot of your chat

*If someone has turned on airplane mode before screen recording, you may not be told that they have recorded.*

# Gendered Pressures

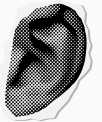
7

Gendered pressures are the ways we feel we should be and behave based on our gender. These pressures have been around since the beginning of time! They are simply repackaged in new ways. What is different is that our young people are exposed to them at a much higher volume because they are being pushed to them both offline and online.

## What are gender stereotypes?

They are oversimplified beliefs about the characteristics, behaviours, or roles that are appropriate for men and women. They do not allow young people choice to be who they want to be and can result in mental health problems.

## What do gender stereotypes sound like?



BE MORE 'LADY LIKE'.

GIRLS ARE RUBBISH AT FOOTBALL.

MEN SHOULD BE THE PROVIDER.

WOMEN ARE WEAK AND FRAGILE.

BOYS DON'T CRY.

MEN SHOULD BE MUSCULAR.

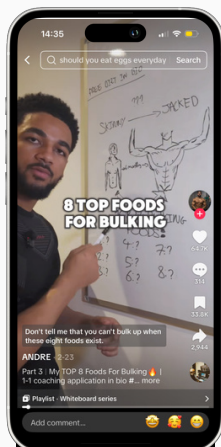
WOMEN CAN'T DRIVE.

MEN THAT SHOW FEMININITY ARE 'GAY'.

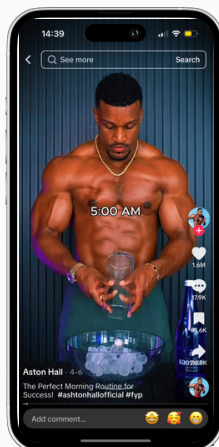
WOMEN ARE OVERLY EMOTIONAL.

## How these stereotypes look on social media?

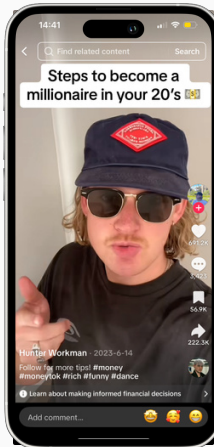
BULKING AND CUTTING



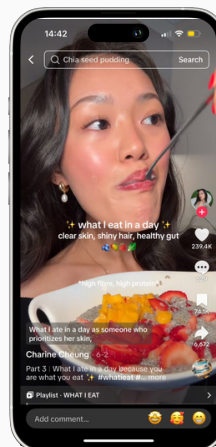
MORNING ROUTINES



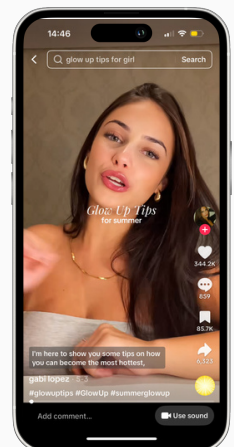
GET RICH QUICK



WHAT I EAT IN A DAY



GLOW UP CULTURE



## Tackling gendered pressures in the home

| LANGUAGE                                                   | BEHAVIOURS                                             | INTERACTIONS                                                                 | MEDIA                                                                                                            |
|------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Use of stereotyped language such as:</b>                | <b>How do you behave in the home?</b>                  | <b>How do you speak to your partner or other family members?</b>             | <b>What kind of TV, music do you consume?</b>                                                                    |
| 'Man up'.                                                  | Who sits at the head of the table?                     | Who makes the decisions?                                                     | Mainly watching shows where male characters are leaders, and women are sidekicks or love interests.              |
| 'Grow a pair'.                                             | How do you split household chores?                     | Dad as the one who disciplines and mum as the "nurturer."                    | Music with lyrics that objectify women or glorify male dominance (e.g. controlling, aggressive behavior).        |
| 'Throw like a girl'.                                       | Dad not showing affection to sons.                     | Mum expected to manage all school communications, playdates, birthday plans. | Encouraging boys to watch action or sports shows, while girls are directed to princess or romance-based content. |
| 'Being hormonal'.                                          | More freedom given to sons than daughters e.g curfews. |                                                                              |                                                                                                                  |
| 'That wasn't lady like'.                                   |                                                        |                                                                              |                                                                                                                  |
| 'Let your mother handle that, she's better with emotions'. |                                                        |                                                                              |                                                                                                                  |

# Online Misogyny

## WHAT IS MISOGYNY?

Misogyny is the feeling of hating women, or the belief that men are much better than women.

**Nobody is born a misogynist. People often become misogynistic because of things they hear, see or experience in the home, school and in wider society. We often refer to a society which prioritises men as a 'patriarchy'.**

## WHY SHOULD WE ALL CARE ABOUT MISOGYNY AND GENDER INEQUALITY?

Gender inequality affects all of us negatively (regardless of gender). A study from the World Health Organisation showed that in more gender equal societies, men were happier, healthier and experienced less violence. So it is not just women that benefit from gender equality!

## ANDREW TATE IS JUST THE TIP OF THE ICEBERG!



Lots of people are worried about Andrew Tate. He is 'old news'. Our young people are engaging with lots of other influencers like him.

## MISOGYNY SANDWICH

MENTAL HEALTH  
CONTENT

MISOGYNY &  
CONTROL

HEALTH,  
WELLBEING &  
FITNESS

Influencers hide misogynistic content amongst other 'positive' forms of content. This makes it hard for young people to make judgements on them.

## BUSINESS MODEL

Most influencers like Andrew Tate are businessmen, they try to make money by exploiting young people.

### 1 Find the insecurity.

Lack of money, lack of female attention, body image, status.

### 2 Make content which shows the 'solution'.

Fast cars, mansions, women, fitness.

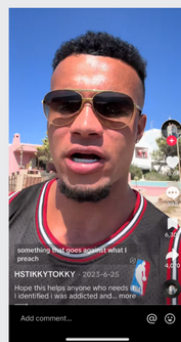
### 3 Understand the algorithm.

They use right hashtags, trending sounds and know their target audience.

### 4 Use controversy or 'rage bait' to drive engagement.

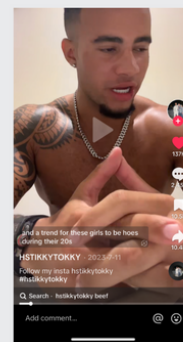
They make controversial statements to increase comments and shares.

### 1 POSITIVE



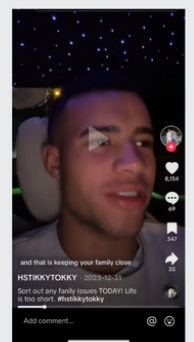
**Video 1:**  
Tackling addiction.

### 2 MISOGYNY



**Video 2:** 'Women are  
hoes in their 20's'.

### 3 POSITIVE



**Video 3:** Sorting  
family conflict.

## HOW DO WE HELP YOUNG PEOPLE AVOID THIS TRAP?

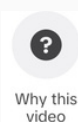
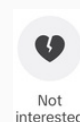
**Teach them to be critical online.**

"Who posted it?"

"Is it fact or opinion?"

"Is it verifiable elsewhere?"

**Use features below on TikTok to filter content on your feed.**



# Incel Culture

## What is an incel?

Incel stands for 'involuntary celibate', it is a person (usually a man) who defines themselves by their inability to form or access sexual relationships with women. They believe this is the combined result of genetic factors, evolutionarily determined traits in women, and inequitable social structures. Incels are predominantly interested in accessing sex with women. They commit violence against women.

## How did the incel community start?

### The woman who founded the 'incel' movement

It was started by a Canadian woman in the 1990's who wanted to create a space for men and women who struggled to find romantic relationships. Over time, it became increasingly dominated by angry men who blamed their celibacy on women.

## Key beliefs

### Sexual marketplace

The imagined idea that everyone has a 'sexual market value' (SMV) dependent on their attractiveness and desirability. They trade on this value to enter romantic and sexual relationships with others of a similar SMV.

### Hypergamy

The idea of marrying above your status. Incels believe as women have gained more autonomy, they have more choice, leading to them dominating the sexual marketplace.

### Looksmaxxing

The idea of editing your appearance to increase your sexual marketplace value.

## Key terms



### Red pill:

Those who have 'woken up' to the incels vision of reality.



### Blue pill:

A person in a state of 'ignorance' who has not woken up to the incel's version of reality.



### Chad:

A heterosexual, white male, usually blond-haired, who is gainfully employed, athletic, sexually active, and well-endowed.



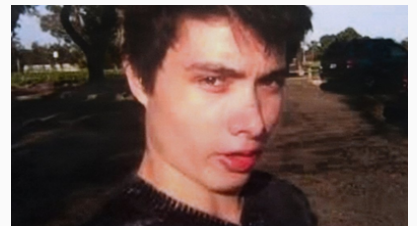
### Stacy:

A blonde, conventionally beautiful, and hyperfeminine woman who is only interested in Chads.

## Real life impacts

*There have been 50 cases of incel related violence since 2014.*

in 2014, Elliot Rodgers murdered 10 people after posting an incel manifesto.



He became hailed as an 'incel hero' who kicked off the rebellion.



The boy that murdered 3 young girls in Southport had incel and conspiracy-related content on his phone.

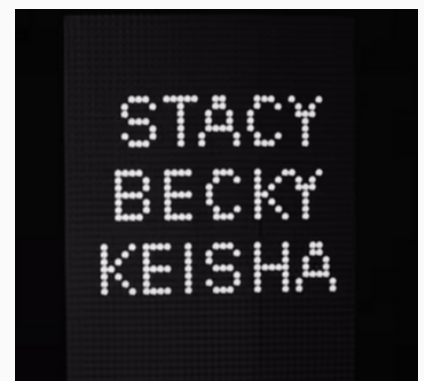
## Incel culture is starting to show up in mainstream culture



Mewing gesture, in reference to Looksmaxxing has become popular amongst young people.



'Chad lens created by Snapchat.



A screenshot from Drake's new music video 'Nokia'. The lyrics use incel terms 'Stacy, Becky, Keisha'.

# Pornography

The average age a young person first accesses pornography is

**13**

Children's Commissioner for England (2025)

10% of children had been exposed to pornography by the age of

**9**

Children's Commissioner for England (2023)

**How do young people feel about porn?**

50% reported feeling guilty or ashamed after watching pornography.

Common Sense (2023)

**Why might young people watch porn?**

They are exploring their sexuality.

They see porn as a tutorial for sex.

They feel a thrill from accessing explicit content.

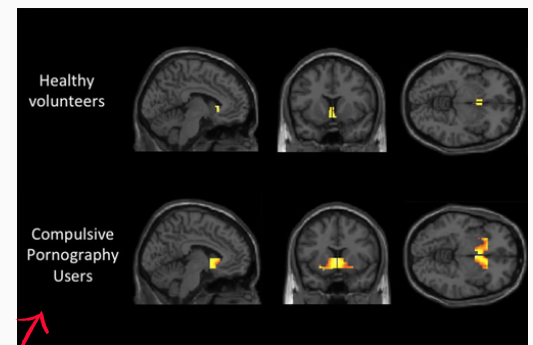
**How are young people exposed to it?**

Their friend sends a porn link to a group chat.

A pornographic pop up on a gaming platform.

YouTube Kids videos which are purposefully changed.

**The impact of porn on brain function and activity**



Pornography triggers brain activity in people with compulsive sexual behaviour, known commonly as sex addiction, similar to that triggered by drugs in the brains of drug addicts.

Cambridge University Study (2014)

## Recent Legal Updates

### Pornhub to introduce 'government approved' age checks in UK

Users must now verify that they are over 18 through advanced verification such as photo ID or credit card checks.

### VPN's

Young people are downloading VPN's (virtual private networks), which makes their browser think it is in another country, allowing them to bypass UK restrictions. VPN's can leave people vulnerable to online scams.

**Strangulation in pornography to be made illegal.**

### AI in Porn

96% of deepfakes are sexually explicit and feature women who didn't consent to the creation of the content. (Sensity, 2019)

## Violence in pornography

1 in 8 titles on mainstream pornography websites depict sexual violence. (McGlynn, 2021)

There is substantial evidence of an association between the use of pornography and harmful sexual attitudes and behaviours towards women. (Upton et al., 2021)

A study (U.S. youth aged 10–21) found that exposure to violent pornography was among the strongest predictors of committing a first sexually violent act. (Ybarra & Thompson, 2018)

1 in 8 sexually active girls 14–18 have experienced choking in sex. (Hebernack et al., 2022)

# AI & Pornography

**Deepfakes** are videos, picture or audio clips made with artificial intelligence to look real. They are often used to create pornographic content.

## 96%

Of deep-fakes are sexually explicit. (Sensity, 2019)

Almost all sexually explicit deepfakes feature women who never consented to their image being used. (Sensity, 2019)



EXAMPLE OF A  
DEEPPFAKE



## HOW CAN AI IN PORN HARM YOUNG PEOPLE?

- 1 in 8 young people personally know someone who has been the target of deepfake nudes while under the age of 18.
- 1 in 8 young people know someone who has used the technology to create or distribute deepfake nudes of others while under the age of 18.

Thorn (2025)

## How is AI taking over porn?

- **Face swapping:** AI places someone's face onto another body.
- **Chatbots/avatars:** Some platforms sell AI-generated sexual partners or "girlfriend/boyfriend" bots.
- **Deepfakes:** Use of AI to generate images, videos or audio clips to look real, when they are not.

## Which platforms / apps are young people using to create deepfakes?

PHOTOSHOP

DEEPPFACELAB

ANIMELAB

CANVA

## TESTIMONIES FROM YOUNG PEOPLE Thorn (2025)

### Why did you create AI porn of a peer?

"To get revenge on them for bullying me".

"Just to see what it would look like. Curiosity basically."

### How do you feel about AI being used to create pornographic images of peers?

"It is almost like the new generation of nudes being leaked. They affect someone the same way as normal ones".

"Everyone will see it, they will be embarrassed and it will never go away."

## What does the law say?

- Online Safety Act (2023) makes sharing deepfake sexual images without consent a criminal offence.
- Image-based abuse laws: Taking, making, or sharing intimate images of under-18s is always illegal – even if self-generated.
- Police and schools: Can take action against those who create, share, or threaten to share AI sexual images.

AI pornographic images of child can be removed using Childline's 'Report Remove' tool.

# Image-based abuse

12

Image-based abuse is when someone shares, or threatens to share, an intimate image or video of a person without their consent.

## HOW COMMON IS IT?

Stats from Gov.uk (2024)

# 60% 31%

60% of girls and 31% of boys have been asked to share a nude or semi-nude image of themselves.

# 20% 13%

20% of girls and 13% of boys aged 15-18 had ever send a nude picture or video of themselves.

# 54% 34%

54% of girls and 34% of boys had experienced someone sending them a nude or semi-nude image.

### Why might a young person send an intimate image?

INTIMACY      CURIOSITY      PRESSURE

FLIRTING      VALIDATION

COERCION      TRUST      SEXUAL EXPLORATION

### Why might a young person forward or share an image on?

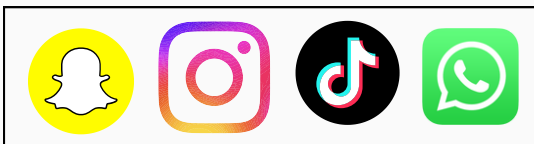
TO SHOW OFF      MISJUDGING CONSENT

STATUS

AS A JOKE      PRESSURE

COERCION      EXTORTION      RETALIATION

## Common platforms



## Legal Aspects

- It is an offence to possess, distribute, show and make indecent images of children (under 18).
- The non-consensual sharing of private sexual images or videos with the intent to cause distress is also illegal.

However, the government notes that children should not be unnecessarily criminalised.

*Most cases are dealt with by the school safeguarding team, not the police.*

The focus will be on the welfare of the young person whose image has been shared.

## Supporting your young person who has had their image shared

It is **so important** to support your young person through this time with empathy and love.

**After being the victim of image-based abuse, it is common for a young person to experience:** Helplessness, distress, fear, shame, higher levels of depression or anxiety, peer exclusion and revictimisation if images are forwarded further.

- Remind them that you are here for them and that these things can happen. You are their greatest support.
- Avoid blaming them; they will already feel self-blame and shame. The person who should be blamed is the person who shared the images.
- Empathise with why they may have sent them, e.g. thought they could trust the person, felt pressure, etc.
- Inform the Safeguarding Lead at their school, who will be able to address the situation effectively.

## Ways to have intimate images removed from online

Childline has a service called 'Report Remove' which helps young people under 18 in the UK to confidentially report sexual images and videos of themselves and remove them from the internet.



# Sextortion

'Sextortion' is a type of online blackmail. It's when criminals threaten to share sexual pictures, videos, or information about you unless you pay money or do something else you don't want to.

## WHO IS MOST AT RISK?

In 2023

# 91%

of sextortion victims were male  
mainly aged 14-18. IWF (2023)

Of those sextortion  
crimes reported to  
police, the youngest  
ages of victims was

# 11

IWF (2023)

## HOW COMMON IS THIS?

UK police forces received an  
average of 117 sextortion reports  
from under-18s per month in the  
first five months of 2024. CEOP  
received **380 in total for 2024**.

## WHAT ARE THE SIGNS?

A person trying to start a relationship with your child very  
quickly (they may even send you a sexual image first).

A person who chats to your child in a sexual way, or asks for  
sexual images, soon after you've met them.

A person who has sent friend requests to lots of people, not just  
your child.

They repeatedly ask your child to do sexual things that they're  
not comfortable with.

They tell you they've hacked your child's account or have  
access to your contacts.

They will often pose as a child, usually a young girl.

## WHAT DO I DO IF MY CHILD HAS EXPERIENCED SEXTORTION?

It is important to support them both emotionally and practically,  
below suggests how you might support them in these ways:

### PRACTICAL SUPPORT: REPORTING

- Sextortion is illegal and should be reported to police.
- You can report online or in person.
- You do not need evidence to report.
- Ensure your child stops all communication with the offender immediately. You should also never pay, as there is no guarantee that this will stop the threats.

### Useful information to share with police if you have it:

- Sender's name.
- Contact details, including email addresses and phone numbers.
- Usernames.
- Bank account details.
- User IDs.
- Which platform, app, social media site, or online space you were using when it happened.
- Details of what was sent, written, or spoken in a voice note or video.

### EMOTIONAL SUPPORT

It is **so important** to support your young person through this time with empathy and love.

- Remind them that you are here for them and that these things can happen. You are their greatest support.
- Avoid blaming them; they will already feel self-blame and shame. It is not their fault.
- Empathise with why they may have sent them, e.g. thought they could trust the person, felt pressure, etc.
- Inform the Safeguarding Lead at their school so that they can also offer support.
- Consider other forms of mental health support e.g. school counsellor / Childline.

# Talking about Consent

## WHAT IS CONSENT?

Consent is permission for something to happen or agreement to do something. It is when we agree by choice and when someone has the freedom or capacity to make that choice.

Consent isn't just about saying 'yes' or 'no' to something. The acronym 'FRIES' helps to understand the definition of consent fully.

# F

### Freely given:

Given without pressure or manipulation or under the influence.

# R

### Reversible:

Your mind can change at anytime, even if you have started something.

# I

### Informed:

You must know the full story of what you are consenting to.

# E

### Enthusiastic

You should only do things you want to do not things you're expected to.

# S

### Specific

Saying yes to one thing, does not automatically mean yes to more.

We can give and receive consent about anything, but often we are talking about physical intimacy. We often teach young people about the legal definition, but let's go one step further and think about how to make physical intimacy not just 'legal' but also mutually enjoyable!

## HOW DOES CONSENT SOUND?

"Yes, I like that".

"That feels good".

"This is amazing".

## HOW DOES CONSENT LOOK?

Eye contact.

Pulling you closer.

Reciprocating intimacy.

## CONSENT VS COERCION

Coercion is the act of using threats, force, or intimidation to compel someone to do something against their will. Sometimes young people may think something is consent, when it is coercion.

## HOW DOES COERCION LOOK AND SOUND?

Denying affection when you say no e.g. no cuddles because you changed your mind about sex.

Badgering someone e.g. keep asking them until they say yes.

Doing something nice for you so that you then feel pressure to repay with intimacy e.g. gifting, dinner date etc.

Guilt tripping. Making you feel bad for saying no e.g. 'you never say yes' / 'I just don't feel connected to you'.

## WHEN TO CHECK IN

You should keep checking in throughout physical intimacy, but if you notice these signs, stop and check in immediately:

Head turned away.

Tensed muscles.

If they are silent

Frozen / stiff body.

Lack of engagement.

No eye contact.

Holding breath.

## TALK TO YOUR YOUNG PERSON ABOUT CONSENT!

*Consent isn't just about intimacy, it is about everything! As soon as your young person can communicate, start talking about consent.*

# Boundaries

## What is a boundary?

A limit a person sets to protect their feelings, mental space, and emotional energy from being overwhelmed, exploited, or manipulated by others.

## Who are they for?

Everyone can and should have boundaries! They are our protective bubble, which allows us to get through life in a healthy way. We cannot decide boundaries for someone else, but we can set our own.

## What kinds of boundaries are important to set?

### PHYSICAL BOUNDARIES

- Personal space.
- Comfort with touch (hugs, handshakes, high-fives).
- Energy levels (rest, privacy, safety).

### DIGITAL BOUNDARIES

- What we share online and with whom.
- Screen time limits
- Privacy around devices, photos, or messages.

### EMOTIONAL BOUNDARIES

- How we want to be spoken to (tone, respect, kindness).
- What topics feel too personal or off-limits.
- Protecting our feelings and not taking on others' emotions as our own.

### SOCIAL BOUNDARIES

- How often we see people or attend events.
- Comfort with group activities vs. alone time.
- Choosing who we spend time with.

### TIME BOUNDARIES

- How much time we can give to work, friends, or family.
- Balancing commitments and rest.
- Protecting time for hobbies, sleep, or self-care.

### MATERIAL BOUNDARIES

- Deciding what we share (toys, clothes, money, belongings).
- Saying yes or no to lending or borrowing.

### WORK / SCHOOL BOUNDARIES

- Separation between work/school and home life.
- Managing workload and rest.
- Respecting roles and responsibilities.

## Why can it be hard to set boundaries?

- We weren't taught about them growing up, so it feels unfamiliar.
- Fear of upsetting others, seeming rude, or being rejected.
- Pressure to please, fit in, or meet cultural/family expectations.
- Guilt: thinking we're being "selfish" for saying no.
- Lack of confidence in our right to have needs.
- Worry that setting a boundary will damage a relationship.

## How to model boundary setting

- Show your own boundaries in action!
- Respect your child's boundaries.
- Demonstrate asking first before doing something.
- Acknowledge your child's effort to set boundaries.
- Talk openly about boundaries.

## How to set a boundary

- 1 Notice:** If you feel uncomfortable, unsafe or tired it is often time to set a boundary.
- 2 Clear & Specific:** Say exactly what you need.
- 3 Use I statements:** This keeps the focus on your needs without blaming.
- 4 Stay calm and firm:** You do not need to over-explain or apologise.

# Emotional Regulation

## WHAT IS EMOTIONAL REGULATION?

A person's ability to effectively manage and respond to an emotional experience.

### WHAT REGULATION LOOKS LIKE

'Noticing' feelings "I feel worried right now".

Naming emotions rather than acting them.

Being able to be flexible in a situation.

Understanding your emotional limits.

Responding healthily e.g. walking away, asking for help.

### WHAT DYSREGULATION LOOKS LIKE

Big, sudden emotions like anger or sadness.

Difficulty calming down once emotional.

Shutting down when emotional.

Impulsive behaviours.

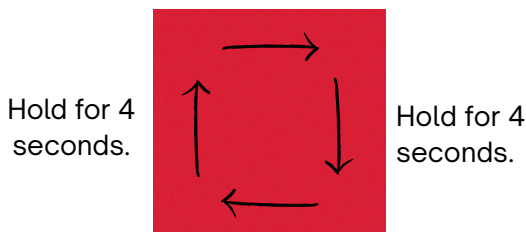
Getting 'stuck' with a feeling for a long time.

Not asking for help when you need it.

## STRATEGIES TO HELP REGULATE

### BOX BREATHING

Breathe out for 4 seconds.



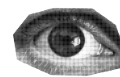
Breathe in for 4 seconds.

### 5 SENSES

Notice 5 things you can...



Hear



See



Smell



Touch

And one thing you can taste or remember the taste of.



### POSITIVE SELF TALK

Replace negative internal thoughts with positive external statements.

"I CAN'T HANDLE THIS"

"I CAN'T DO IT"

(Thinking inside)



"THIS IS HARD, BUT IT WILL PASS. I WILL TAKE ONE STEP AT A TIME"

(Saying out loud)

### SUPPORTING YOUR YOUNG PERSON TO REGULATE

Remind them they are safe.

Use these strategies yourself around your child.

Teach them these strategies.

Praise your child for using these strategies.

I AM WORRIED ABOUT MY CHILD'S EMOTIONAL REGULATION. WHAT SHOULD I DO? →

Ask to speak to the Safeguarding Lead at your child's school. They will be able to support further.

# Supporting Survivors

1 in 20 children in the UK experience sexual abuse. Even more experience some form of sexual violence.

EXAMPLES OF TYPES OF SEXUAL VIOLENCE ARE LISTED BELOW

|               |                   |                   |     |                                |
|---------------|-------------------|-------------------|-----|--------------------------------|
| Stalking      | Rape              | Sexual assault    | FGM | Assault by penetration         |
|               | Sexual harassment | Spiking           |     | Non-consensual sexual touching |
| Cyberflashing | Incest            | Indecent exposure |     |                                |

## SHORT TERM

### Emotional response:

#### Listen:

Disclosing about sexual violence can be incredibly scary. Listen carefully to what they tell you without judgement.

#### Believe:

Rather than asking a lot of questions, just let them know that you believe them and will support them as best as you can.

#### Reassure:

Remind them that it is not their fault and thank them for trusting you enough to share.

#### Give options:

Somebody who has experienced sexual assault or rape may feel they have had power and control taken away from them. This means the most important thing is to respond in a way that increases their choice over what happens next. You can simply ask them what they need or want. They might not make the same decision you would; however, only they can decide what is best for them. You can help them explore options but avoid telling them what they should do.

## SHORT TERM

### Practical response:

#### Attend a sexual assault referral unit (SARC): :

Depending on the nature of the violence, the young person may need to attend a SARC to ensure their physical health is ok.

[You can see what the process of attending a SARC is like here.](#)

#### Report to school / organisation:

If it happened at school / club or other organisation, make sure you report it to their designated safeguarding lead.

#### You may choose to report to police:

Discuss with your young person how they would feel about reporting it to the police. Inform them that they can stop at any point in the police process.

#### Seek advice from relevant organisations:

Reach out to the relevant service. You can find these on our 'support services' document.

## LONG TERM SUPPORT

Experiences of sexual violence can impact survivors for a very long time, if not life. Consider helping your young person access therapy or counselling.

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