



## **Tuition, Medical and Behaviour Support Service**

# **Managing Harmful Sexual Behaviours Policy**

|                             |                 |
|-----------------------------|-----------------|
| <b>Adopted:</b>             | September 2023  |
| <b>Next Review:</b>         | September 2024  |
| <b>Governing Committee:</b> | 9 November 2023 |
| <b>Responsibility:</b>      | James Pearson   |

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## Introduction

In all of our centres at TMBSS we aim to create a safe, caring environment in which everyone is physically and mentally healthy, happy and ready to learn. Ultimately preparing our students to be 'world ready'.

Schools and colleges should respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online.

All staff at TMBSS are advised to maintain an attitude of '**it could happen here**', and this is especially important when considering child-on-child abuse and responding to Harmful Sexual Behaviours in general.

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. We are aware of the importance of:

- Making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

## Impact of Child on Child Sexual Violence, Harassment and Harmful Sexual Behaviours (HSB)

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Experiencing sexual violence and sexual harassment can cause trauma and adverse, childhood experiences. Many of our students have already experienced one or more adverse childhood experiences and/or traumatic stress. Children suffering from adverse experiences or traumatic stress have difficulty regulating their behaviour and emotions. These experiences will impact on their mental health and well-being.

## Definitions

### Sexual Violence

All staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school/college. When referring to sexual violence in this policy, we do so in the context of child-on-child sexual violence.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>134</sup> as described below:

- Rape
- Assault by Penetration
- Sexual Assault
  - Staff are aware that 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
  - This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

See KCSiE for further guidance on the list above.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181955/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)

### Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. 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.
- Displaying pictures, photos or drawings of a sexual nature

- Upskirting (this is a criminal offence<sup>138</sup>)
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.<sup>139</sup> It may include:
  - Consensual and non-consensual sharing of nude and semi-nude images and/or videos.

Taking and sharing nude photographs of U18s is a criminal offence. UKCIS (UK Council for Internet Safety), *Sharing nudes and semi-nudes: advice for education settings working with children and young people* provides detailed advice for schools and colleges.

This includes information on the following:

- Sharing of unwanted explicit content
- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media
- Sexual exploitation; coercion and threats, and
- Coercing others into sharing images of themselves or performing acts they're not comfortable with online.

TMBSS 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.

## **Harmful Sexual Behaviour**

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent.

Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice.

HSB can occur online and/or face-to-face and can also occur simultaneously between the two.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

HSB **can**, in some cases, progress on a continuum. Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

## **Responding to reports of Sexual Violence, Harassment and Harmful Sexualised Behaviours**

When HSB occurs, our starting point is to consider- is it age appropriate, concerning or very concerning behaviour?

### **A Continuum of Behaviours**

It is vital, that as professionals, we distinguish normal from abnormal sexual behaviours.

It is suggested that a child's sexual behaviour should be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation, or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers.

### **Hackett Continuum**

Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

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

**We use the chronological age for children/young people with a learning disability as hormones/body changes/sexual drives and urges will happen at the same time as their peers.**

## Sexual Behaviours of Children

Below is a guide which highlights what might be considered 'normal' for children whilst developing into adulthood. It also shows what sexual behaviours are considered 'Concerning' and also 'Very Concerning'

Remember this is a **Guide only** - We use it alongside our own knowledge and understanding of the young person and the situation. Context is important, as is frequency and how many behaviours present simultaneously.

|   | Age Appropriate Sexual Behaviours   | Concerning Sexual Behaviours   | Very Concerning Sexual Behaviours  |
|---|---|--|--|
| <b>0 – 4</b><br><b>Infant, Toddler and Pre-school</b> | <ul style="list-style-type: none"> <li>• Touching or rubbing their own genitals.</li> <li>• Enjoying being nude.</li> <li>• Showing others their genitals.</li> <li>• Playing doctors and nurses.</li> <li>• Playing mummies and daddies.</li> <li>• Touching or looking at the private parts of other children or familiar adults</li> <li>• Using slang words/dirty language for bathroom and sexual functions, talking about 'sex'.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Persistent masturbation that does not cease when told to stop.</li> <li>• Forcing another child to engage in sexual play.</li> <li>• Sexualising play with dolls such as 'humping' a teddy bear.</li> <li>• Touching the private parts of adults not known to the child.</li> <li>• Chronic peeping behaviour.</li> </ul> | <ul style="list-style-type: none"> <li>• Touching or rubbing themselves to the exclusion of normal childhood activities; hurting their own genitals by rubbing or touching.</li> <li>• Simulating sex with other children, with or without clothes on.</li> <li>• Oral sex.</li> <li>• Sexual play involving forceful anal or vaginal penetration with objects.</li> </ul>             |
| <b>5 – 7</b><br><b>Early Years and KS1</b>            | <ul style="list-style-type: none"> <li>• Self-touching including masturbating.</li> <li>• 'Show me yours/I'll show you mine' with same age children.</li> <li>• Hearing and telling age appropriate 'dirty' jokes.</li> <li>• Playing mummies and daddies.</li> <li>• Kissing, holding hands.</li> <li>• Mimicking or practicing observed behaviours such as pinching a bottom.</li> <li>• Increased curiosity in adult sexual behaviour ('where do babies come from?' etc).</li> </ul> | <ul style="list-style-type: none"> <li>• Continually rubbing/touching their own genitals in public.</li> <li>• Persistent use of dirty words.</li> <li>• Wanting to play sex games with much older or younger children.</li> <li>• Continually wanting to touch the private parts of other children.</li> <li>• Chronic peeping behaviour</li> </ul>               | <ul style="list-style-type: none"> <li>• Touching or rubbing themselves persistently in private or public to the exclusion of normal childhood activities.</li> <li>• Rubbing their genitals on other people. Forcing other children to play sexual games.</li> <li>• Sexual knowledge too advanced for their age.</li> <li>• Talking about sex and sexual acts habitually.</li> </ul> |

|   | Age Appropriate Sexual Behaviours  | Concerning Sexual Behaviours   | Very Concerning Sexual Behaviours   |
|---|--|--|---|
| <b>8–12<br/>Pre-adolescence</b>   | <ul style="list-style-type: none"> <li>Occasional masturbation.</li> <li>'Show me yours/I'll show you mine' with peers.</li> <li>Kissing and flirting.</li> <li>Genital or reproduction conversations with peers.</li> <li>'Dirty' words or jokes with their peer group.</li> </ul>  | <ul style="list-style-type: none"> <li>Attempting to expose others' genitals.</li> <li>Sexual knowledge too advanced for their age once context is considered.</li> <li>Pre-occupation with masturbation.</li> <li>Mutual masturbation/group masturbation.</li> <li>Single occurrence of peeping, exposing, obscenities, pornographic interest (sources include the internet, pay TV, videos, DVDs and magazines).</li> <li>Simulating foreplay or intercourse with peers with their clothes on</li> </ul> | <ul style="list-style-type: none"> <li>Compulsive masturbation, including task interruption to masturbate.</li> <li>Repeated or chronic peeping, exposing or using obscenities.</li> <li>Chronic pornographic interest including child pornography (sources include the internet, pay TV, videos, DVDs and magazines).</li> <li>Degradation/humiliation of themselves or others using sexual themes.</li> <li>Touching the genitals of others without permission.</li> <li>Sexually explicit threats - written or verbal.</li> <li>Forced exposure of others' genitals.</li> <li>Simulating intercourse with peers with clothes off.</li> <li>Penetration of dolls, children or animals.</li> </ul>   |
| <b>13 – 18<br/>Adolescence to Adulthood</b>   | <ul style="list-style-type: none"> <li>Sexually explicit conversations with peers.</li> <li>Obscenities and jokes within the cultural norm. Flirting.</li> <li>Interest in erotica.</li> <li>Use of internet to chat online.</li> <li>Solitary masturbation.</li> <li>Interest/participation in one-on-one relationship.</li> <li>Sexual activity - low level (kissing) to heavy petting.</li> <li>Consensual sexual intercourse.**</li> </ul> | <ul style="list-style-type: none"> <li>Sexual pre-occupation that interferes with daily functions (e.g. masturbation).</li> <li>Pre-occupation with pornography.</li> <li>Pre-occupation with chatting online, giving out personal details, meeting online acquaintances.</li> <li>Sexually aggressive themes/obscenities.</li> <li>Single occurrence of peeping, exposing, using obscenities.</li> <li>Unsafe sexual practices</li> </ul>   | <ul style="list-style-type: none"> <li>Compulsive masturbation, especially chronic or public.</li> <li>Repeated or chronic peeping, exposing or using obscenities.</li> <li>Chronic pornographic interest including child pornography (sources include the internet, pay TV, videos, DVDs and magazines).</li> <li>Degradation/humiliation of themselves or others using sexual themes.</li> <li>Touching the genitals of others without permission.</li> <li>Sexually explicit threats - written or verbal.</li> <li>Sending nude or sexually provocative images or self or others.</li> <li>Penetration of dolls, children or animals.</li> <li>Genital injury to self or others.</li> <li>Sexual harassment forced sexual contact.</li> <li>Forced exposure of others' genitals.</li> <li>Sexually explicit talk with younger children.</li> <li>Sexual contact with others of significant age/developmental differences.</li> </ul> |
| <p>* Some age appropriate behaviours may still need addressing and discouraging.</p> <p>** If no Child Protection concerns and in line with UK Government Guidance on Underage Sexual Activity.</p> |  |  |   |



## **Responding immediately and appropriately to HSB**

All teachers/parents/carers/adults who witness the behaviour should have a uniform response to any concerning behaviours. It is a calm, clear, consistent message to the child/young person. For example 'That's not ok', 'That's for your bedroom' and 'We don't allow....in school'

### **Responding to disclosures**

It is important to remind young people of where they can go to talk or get help after your session. Remind the children of whom they can talk to and that you are available should they wish to talk about the issues raised by the intervention. As a result of the content of the intervention, a child might disclose that they are suffering from abuse, have done previously, or are aware of it happening to others.

Any disclosure of abuse should be treated as a potential child protection concern, and reported to following your internal safeguarding procedures.

Please remember, consent is not required for child protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, the referring practitioner, would need to inform parents or carers that they are making a referral, unless in doing so may:

- Place the child at increased risk of Significant Harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or Lead to an unjustified delay in making enquiries about allegations of significant harm.

Points to remember when listening to and dealing with disclosure:

- Actively listen, do not look shocked or disbelieving.
- Stay calm.
- Take what they are saying seriously.
- Do not ask leading questions.
- Reassure them that they are doing the right thing.
- Do not promise to keep secrets.
- Tell them that you will have to share this information.
- Explain what will happen next.
- Be familiar with your child protection procedures.
- Report to the Designated Safeguarding Lead as soon as possible.
- Record the information as quickly as possible

- Sign and date everything you record.
- Get support for yourself from the Designated Safeguarding Lead or call Shropshire FPOC 0345 678 9044











In responding to reports, once we have established the nature of the behaviours and the severity of them, we then decide what is the appropriate response.

When deciding what the most appropriate response is, we must consider the instigator of the alleged HSB, the potential victim/s of the HSB and also the wider school community (for example, it is a group of students displaying similar behaviours).

For the majority of children and young people, targeted interventions are more successful when delivered by people they know and people who understand how they learn and communicate. This will be the parent/carer and teacher. In some circumstances, where school/home intervention has not fully succeeded, or the behaviour is of a very serious nature, support from partner agencies may be necessary. In some cases, Child Protection concerns may emerge at this stage and procedures followed.

This diagram is a general guide to determine:

- When no intervention is required
- When the intervention can be managed within the school environment (and duplicated/complimented by work at home)
- When further discussion with appropriate agencies may need to take place when a referral is required

|                                     | No Intervention Needed  | School Intervention   | Home Intervention   | Enquiry to Outside Agency   | Referral  |
|-------------------------------------|---|---|---|---|---|
| Age Appropriate Behaviour           |  |   |   |   |   |
| Concerning Behaviour (Low Level)    |   |  |  |   |   |
| Concerning Behaviour (Medium Level) |   |  |  |  |   |
| Harmful (Very Concerning)           |   |  |  |  |  |

Once we have established whether intervention is required or not, we will then refer to the '**TMBSS - Strategies for Managing Concerning or Harmful Sexual Behaviour**' document (Appendix 1)

This offers strategies and advice in the following areas:

- Masturbation
- Touching private body parts
- Unwanted hugs and kisses/personal boundaries
- Language
- Pornography
- Intimate behaviour
- Stalking/unwanted attention
- Sexual bullying
- Disclosure and sexual abuse
- Sexually explicit behaviour
- Online grooming
- Child sexual exploitation
- Sexting

TMBSS will consult upon an appropriate intervention using the guide, and depending on the nature of the incident, will engage multi-agency support if necessary.

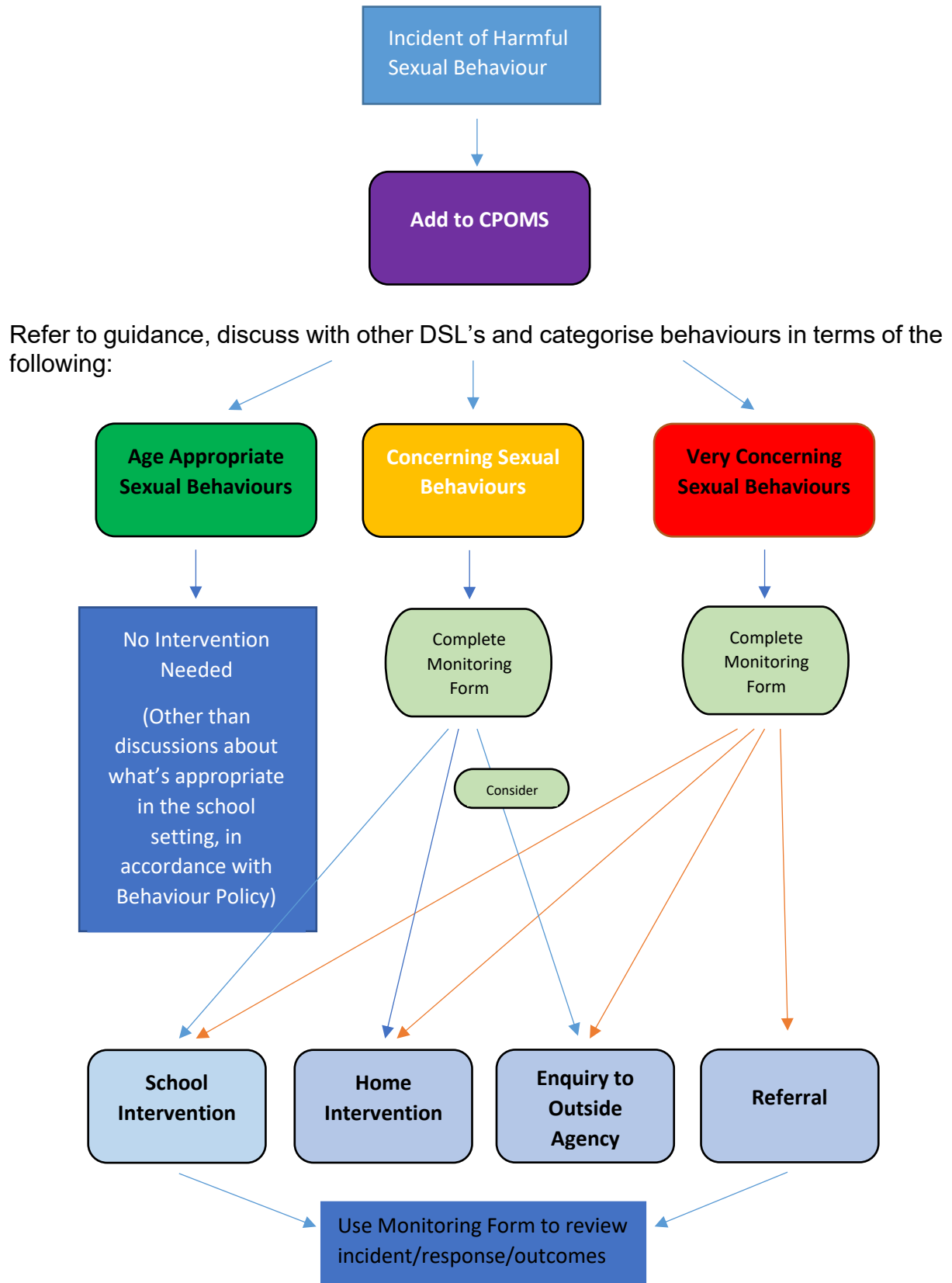
Throughout matters of Harmful Sexual Behaviours, TMBSS will use the guidance set out within this policy, alongside the Child Protection Policy and the Behaviour Policy to ensure that all students are supported appropriately.

### **Pathway and Monitoring/Review Form**

With all concerns around Harmful Sexual Behaviours, the 'TMBSS - Harmful Sexual Behaviours Pathway' should be followed and the details of the process should be recorded using the 'TMBSS - HSB Monitoring, Response and Review Form'. Both of these documents can be found below:



## TMBSS - Harmful Sexual Behaviours Pathway





| Understanding of HSB (Using 'Sexual Behaviours Guidance') tick appropriate.  |  |                              |              |                                   |  |              |  |                 |  |        |  |  |  |  |  |  |  |
|--|--|------------------------------|--------------|-----------------------------------|--|--------------|--|-----------------|--|--------|--|--|--|--|--|--|--|
| Age Appropriate Sexual Behaviours  |  | Concerning Sexual Behaviours |              | Very Concerning Sexual Behaviours |  |              |  |                 |  |        |  |  |  |  |  |  |  |
|  |  |                              |              |                                   |  |              |  |                 |  |        |  |  |  |  |  |  |  |
| Intervention Needed (Using 'Strategies for Managing Concerning or Harmful Sexual Behaviours')  |  |                              |              |                                   |  |              |  |                 |  |        |  |  |  |  |  |  |  |
| School   |  | Home                         |              | External                          |  |              |  |                 |  |        |  |  |  |  |  |  |  |
| •  |  | •                            |              | •                                 |  |              |  |                 |  |        |  |  |  |  |  |  |  |
| <b>Consistent response to behaviour</b><br>What will we all say, what language will we use?  |  |                              |              |                                   |  |              |  |                 |  |        |  |  |  |  |  |  |  |
| <table border="1"> <tr> <td>Review Date:</td> <td></td> <td>People present:</td> <td></td> <td>Venue:</td> <td></td> </tr> <tr> <td>Added to CPOMS <input checked="" type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> |  |                              |              |                                   |  | Review Date: |  | People present: |  | Venue: |  | Added to CPOMS <input checked="" type="checkbox"/> |  |  |  |  |  |
| Review Date:   |  | People present:              |              | Venue:                            |  |              |  |                 |  |        |  |  |  |  |  |  |  |
| Added to CPOMS <input checked="" type="checkbox"/>   |  |                              |              |                                   |  |              |  |                 |  |        |  |  |  |  |  |  |  |
| <b>Outcomes</b><br>What has gone well? Is further support needed?  |  |                              |              |                                   |  |              |  |                 |  |        |  |  |  |  |  |  |  |
| <b>Closure date:</b>   |  |                              |              |                                   |  |              |  |                 |  |        |  |  |  |  |  |  |  |
| <b>Signed:</b>   |  |                              | <b>Name:</b> |                                   |  |              |  |                 |  |        |  |  |  |  |  |  |  |

Once this form is complete, please upload it to the document vault of CPOMS, ensuring that an overview of the process and outcomes are added to 'Add Action' section below the initial entry. On CPOMS, select 'Safeguarding' as a category, then select 'HSB' as sub category.

## **Guidance to support young people throughout any incidents of HSB**

It is unusual for any young person to be keen or hugely motivated to talk about their harmful sexual behaviour. There are often barriers, including feelings of shame and fear of rejection or being labelled, that makes it difficult for young people to talk about what they have done and the impact it has had on others. Young people tend to respond positively to a gentle, collaborative approach, where they feel listened to and supported, rather than experiencing something done to them.

Within the appendix, there are two sections which will help staff and parents manage and support young people who have experienced HSB. (Appendix 2)

- *‘What to do’, and ‘What not to do’ for professionals when working with young people who display Harmful Sexual Behaviour*

And

- *10 ‘Helpful Intervention Tips’ when working with young people with young people with Harmful Sexual Behaviour*

### **Advice for parents of children displaying Harmful Sexual Behaviour**

Finding out that your child has displayed harmful sexual behaviour towards another child can evoke emotions such as shock, anger and blame.

Children may deny the behaviour for a long time. As with any form of abuse, how a parent reacts towards their child is important.

Within the appendix, there is a section supporting parents which includes the following information: (Appendix 4)

- *Advice for parents of children displaying Harmful Sexual Behaviour*
- *SMART Rules for adults to share with children from Parents Protect*
- *Helpful messages for worried parents*
- *Family Safety Plan*

### **Harmful Sexual Behaviours and the curriculum**

Within TMBSS’s PSHE and RSE programmes of study, there are modules throughout KS1 and KS2 related to HSB.

These topics are as follows:

- Caring Friendships
- Internet Safety and Harms
- Being Safe
- Changing Adolescent Body
- Families and People Who Care For Me
- Respectful Relationships

Within TMBSS's PSHE and RSE programmes of study, there are modules throughout KS3 and KS4 related to HSB.

These topics are as followed:

- Families and Respectful relationships including friends
- Online safety (Also covered in ICT)
- Changing adolescent bodies and consent
- Intimate and sexual relationships including sexual health

Within Key Stage Four, the following subjects are studied.

- Personal safety
- Sex and relationships

We also promote and encourage outside agencies to deliver additional workshops within our centres.

TMBSS also run projects like '**Empower Her**', and '**Below the Belt**' which are led by professionals from different organisations, within our centres.

**'Empower Her'** focusses on emotional well-being, confidence, positive body image, communication skills, sexism and inspirational women and role models. It is delivered in groups of about 5 students, and is run over a six-week programme, which is delivered by the Shropshire Youth Team. The group sets its own boundaries and social engagement is encouraged.

**'Below the belt'** is a programme aimed at supporting young males. It focusses on emotional well-being, personal hygiene, communication skills, consent, sexual health and positive role models. It is a 13-week programme delivered by the Shropshire Detached Youth Team. It is delivered to groups of about 5 students, who will set their own boundaries and have a safe space to discuss issues and challenges.

### **Related Policies**

These are related school policies that should be read in conjunction with the HSB policy:

- Child protection and safeguarding policy
- Whistleblowing
- Behaviour policy
- Child on Child Abuse Policy
- E-Safety Policy
- Acceptable Use Agreements
- PSHE Policy



## Useful Resources

### [Child Exploitation and Online Protection command](#)

CEOP is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of their Child Protection Advisors.

### [The NSPCC](#)

provides a helpline for professionals at 0808 800 5000 and [help@nspcc.org.uk](mailto:help@nspcc.org.uk). The helpline provides expert advice and support for school and college staff, and will be especially useful for the designated safeguarding lead (and their deputies).

### Specialist Sexual Violence Sector Organisations

You can access support from specialist sexual violence sector organisations such as [Rape Crisis](#) or The [Survivors Trust](#).

The Anti-Bullying Alliance has developed guidance for schools about [Sexual and sexist bullying](#).

### [The UK Safer Internet Centre](#)

Provides an online safety helpline for professionals at 0344 381 4772 and email [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk). The helpline provides expert advice and support for school and college staff regarding online safety issues.

### [Internet Watch Foundation](#)

If the incident/report you are dealing with involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF).

### [Childline/IWF Report Remove](#)

is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online.

### [UKCIS Sharing Nudes and Semi-nudes Advice](#)

Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery).

### [Thinkuknow](#)

from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online.

### The Centre of Expertise on Child Sexual Abuse

has developed a range of helpful resources to identify and respond to child sexual abuse, including a [guide for professionals supporting children following incidents of HSB](#).

#### Lucy Faithfull Foundation

is a UK-wide charity dedicated solely to preventing child sexual abuse. They work to prevent abuse from happening in the first place by working with all those affected including adult male and female abusers

#### Marie Collins Foundation

Support people to recover from technology assisted sexual abuse in childhood. We do this directly by supporting individuals and their families, and indirectly through advocacy and education.

#### NSPCC National Clinical and Assessment Service

(NCATS) a national service that offers assessment, treatment, consultation and training for and about children and young people where there are concerns about harmful sexual behaviour

#### Project deSHAME from Childnet

Provides useful research, advice and resources regarding online sexual harassment.

**This policy and guidance was compiled using a variety of sources and information including:**

Central Sexual Health – Harmful Sexual Health (Guidance)

<https://centralsexualhealth.org/professionals/harmful-sexual-behaviour/>

SWGfl – Harmful Sexual Health in Schools, resources.

<https://swgfl.org.uk/resources/harmful-sexual-behaviour-in-schools/>

Hackett: Children and young people with harmful sexual behaviours, Dartington: Research in Practice, 2014

<https://bit.ly/3JAJwsP>

DfE – Keeping Children Safe in Education 2022

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

# List of Appendices

- Appendix 1: **Strategies for Managing Concerning or Harmful Sexual Behaviours**
- Appendix 2: **‘What to do’, and ‘What not to do’ for professionals when working with young people who display Harmful Sexual Behaviour’ and ‘10 Helpful Intervention Tips when working with young people with young people with Harmful Sexual Behaviour’**
- Appendix 3: **Advice for parents of children displaying Harmful Sexual Behaviour**

## Appendix 1

# Strategies for Managing Concerning or Harmful Sexual Behaviours



**Tuition, Medical and  
Behaviour Support Service**

This checklist is not exhaustive and cannot reflect all situations. Judgements should be made using context; considering age, ability and behaviour of their students and adding to this, new situations as they arise.

Please note that this checklist relates to behaviour in school. Children and young people should be aware that some behaviours not acceptable in school are okay at home and in private (e.g. masturbation).

Some serious sexually harmful behaviours are illegal under the Sexual Offences Act (2003).

| Types of sexualised behaviour  |  | Cause concern?<br>YES or NO | Possible Response   |
|--------------------------------|--|-----------------------------|---|
| <b>Inappropriate language.</b> |  |                             |   |
| 1.                             | "I fancy..../I love..../I'm going out with...."                  | No                          | <ul style="list-style-type: none"> <li>General conversation about growing up.</li> </ul>  |
| 2.                             | "I want to have sex with..../shag..../ go down on...."           | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> </ul>   |
| 3.                             | "....shags his mum/...slept with his sister"                     | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Sexual bullying.</li> <li>Record behaviour.</li> <li>Possible child protection issue.</li> </ul>   |
| 4.                             | "....is a slag/....is a slut/....is a tart/ ....is a prostitute" | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Inappropriate use of language.</li> <li>Sexual bullying.</li> <li>Record behaviour.</li> <li>Possible child protection issue.</li> </ul> |
| 5.                             | "....is gay/....is a lesbo"                                      | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Sexual bullying.</li> <li>Record behaviour.</li> </ul>   |
| 6.                             | sexually explicit talk   | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> <li>Possible child protection issue.</li> </ul>   |
| 7.                             | sexual comment aimed at staff                                    | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Sexual harassment.</li> <li>Record behaviour</li> </ul>  |

| Types of sexualised behaviour |  | Cause concern?<br>YES or NO | Possible Response  |
|-------------------------------|--|-----------------------------|--|
| <b>Non-physical contact.</b>  |  |                             |  |
| 8.                            | Inappropriate dress/revealing clothes/buttons/zip unfastened.        | Yes                         | <ul style="list-style-type: none"> <li>• It's not okay.</li> <li>• Quiet word, pupil sort out clothes.</li> <li>• Consider if with intent.</li> <li>• Record behaviour.</li> </ul> |
| 9.                            | Provocative gestures e.g. 'finger/wanker sign' made towards another. | Yes                         | <ul style="list-style-type: none"> <li>• It's not okay.</li> <li>• Sexual bullying.</li> <li>• Record behaviour.</li> </ul>  |
| 10.                           | Exposing own private parts.  | Yes                         | <ul style="list-style-type: none"> <li>• It's not okay.</li> <li>• Quiet word.</li> <li>• Consider if with intent.</li> <li>• Record behaviour.</li> </ul>                         |
| 11.                           | Fondling own private parts.  | Yes                         | <ul style="list-style-type: none"> <li>• It's not okay.</li> <li>• Record behaviour.</li> </ul>  |
| 12.                           | Masturbation in a public place.                                      | Yes                         | <ul style="list-style-type: none"> <li>• It's not okay.</li> <li>• Record behaviour.</li> </ul>  |
| 13.                           | Masturbation in school toilet.                                       | Yes                         | <ul style="list-style-type: none"> <li>• It's not okay.</li> <li>• Record behaviour.</li> </ul>  |

| Types of sexualised behaviour           |                                       | Cause concern?<br>YES or NO | Possible Response   |
|---|---------------------------------------|-----------------------------|---|
| <b>Physical contact between pupils.</b> |                                       |                             |   |
| 14.                                     | Holding hands.                        | No                          | <ul style="list-style-type: none"> <li>Not appropriate for centre setting</li> </ul>  |
| 15.                                     | Hugs as greeting/saying goodbye.      | No                          |   |
| 16.                                     | Unwanted cuddles/kisses/touches.      | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> </ul>   |
| 17.                                     | Kissing                               | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> </ul>   |
| 18.                                     | Fondling over clothing.               | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> <li>Consider intent/consent.</li> <li>Possible child protection issue.</li> </ul> |
| 19.                                     | Fondling under clothing.              | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> <li>Consider intent/consent.</li> <li>Possible child protection issue.</li> </ul> |
| 20.                                     | Exposing the private parts of others. | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> <li>Possible child protection issue</li> </ul>                                    |
| 21.                                     | Genital injury to self or others.     | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> <li>Possible child protection issue</li> </ul>                                    |
| 22.                                     | Simulating sex.                       | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> <li>Possible child protection issue</li> </ul>                                    |
| 23.                                     | Penetrative sex.                      | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> <li>Possible child protection issue.</li> </ul>                                   |

| Types of sexualised behaviour                                |  | Cause concern?<br>YES or NO | Possible Response  |
|--|--|-----------------------------|--|
| <b>Physical contact between pupils/staff and vice versa.</b> |  |                             |  |
| 24   | Staff care on injury to student.   | No                          | <ul style="list-style-type: none"> <li>Explanation given and permission sought from young person.</li> </ul>   |
| 25   | Intimate care.   | No                          | <ul style="list-style-type: none"> <li>Explanation given and permission sought from young person.</li> <li>Wear gloves, follow Intimate Care guidelines.</li> <li>Actions adhere to the Staff Code of Conduct: Section 11</li> </ul> |
| 26   | Student looking up teacher's skirt.  | Yes                         | <ul style="list-style-type: none"> <li>It's not okay. Record behaviour.</li> </ul>   |
| <b>Other.</b>  |  |                             |  |
| 27.  | Using pornography.   | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> <li>Possible child protection issue - depending on content.</li> </ul>   |
| 28.  | Exposing others to pornography.  | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> <li>Possible child protection issue.</li> </ul>  |
| 29.  | Sending or sharing nude or provocative pictures of self or others (sexting) by electronic devices (mobile phones, internet etc). | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> <li>Possible child protection issue.</li> </ul>  |
| 30.  | Use of sexualised language on internet, social networking sites, mobile phones etc.  | Yes                         | <ul style="list-style-type: none"> <li>It's not okay.</li> <li>Record behaviour.</li> <li>Possible child protection issue.</li> </ul>  |



# Masturbation

John is 14 and frequently touches his penis in the classroom. He becomes angry, embarrassed and upset if the teacher says anything in front of the class.

## Strategies

- Record when it is happening. Where? How frequently? Are there triggers/patterns/ habits?
- Ask John why he is masturbating. Think of other possibilities. Is it boredom? Attention seeking? Comfort? A doctor could check his medication (medication can affect erection/ejaculation/orgasm leading to frustration) and also ensure there is no infection to the penis. Check his washing routine - personal hygiene may be the reason for an infection (allergy to soap etc).
- Help John to understand that it is ok for him to touch his penis, but only in a private place.
- Instead of saying something in front of the class, and causing embarrassment, use a subtle sign/signal for John if he touches himself which means 'stop'. (Tap on the desk, point to an object, hold up a sign, make a gesture).
- Talk to John's parents/carers. Does he do this in public, at home? Does he can have private time at home to masturbate (e.g. bedroom). If he is being allowed to touch himself at home in a public room, he must be redirected to his bedroom. John then has a consistent message at home and school.
- Explain to John that he cannot do this in the classroom and why.
- Use a social story.
  - Sometimes when I am in school I want to touch or rub my penis.
  - It is not okay to touch my penis in school.
  - School is a public place.
  - When I am in school I must remember not to touch or rub my penis.
  - If I want to touch my penis I can do this in a private place.
  - My bedroom is a private place.
  - I can go into my bedroom when I am at home.
  - I must shut my curtains so that nobody can see me.
  - I can touch and rub my penis in my bedroom.
  - Afterwards I must wash my hands.
- Parent/carer could have a 'do not disturb' sign for John to use when he wants time alone.
- Use photographs of his bedroom and bathroom to reinforce private areas.
- Teach about public and private in RSE and PSHE - include public/private places and private parts of the body.

# Touching private body parts

Helen is 12 years old and is in a wheelchair. When female teachers stand close to Helen, she often reaches up to touch their breasts. She has also tried to put the teacher's hand on to her own breast.

## Strategies

- Record when this happens. Who does it involve? Are there any triggers or patterns emerging?
- Talk to Helen. Why is Helen doing this? Is she copying behaviour? Is this linked to abuse? Is it attention seeking? Is she looking for a certain response by her behaviour? Is it curiosity?
- Talk to her parents. Does she do this at home? Does she have privacy at home to look at and to explore her own body?
- Develop a consistent response from staff. 'You shouldn't touch other people's breasts. Breasts are private body parts. Ensure all staff do this and do not dismiss it as 'accidental'.
- Teach about public and private parts of the body in RSE and PSHE.
- Teach about touching and private touching using a body outline.



'Is it OK to touch someone here? Or here?'

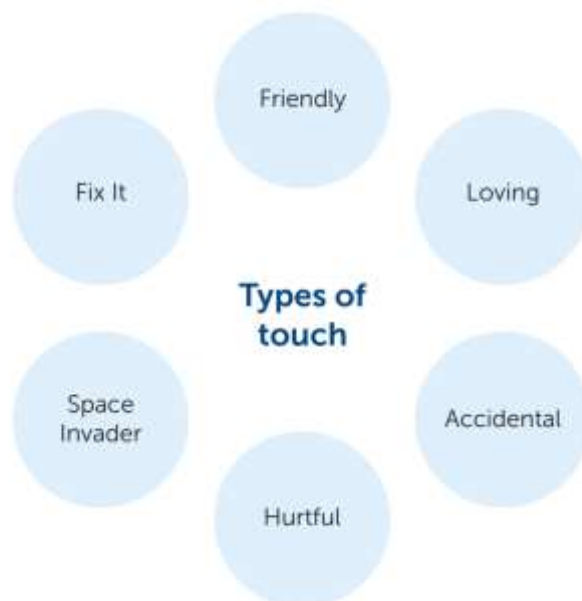
- Develop a social story.
- Ask parents to discuss body parts and private body parts with Helen at bedtime and bath time.
- Help Helen to understand how other people might feel about being touched (upset, angry, embarrassed).
- Discuss the Law and repercussions of touching other people and other people touching you.
- Adopt guidelines in school for handling and intimate care in order to model good touch/bad touch - e.g. staff helping with Helen with sanitary protection/keeping clean. Explain situation, ask permission, use gloves, keep door closed for privacy.
- Set a good example - look at lifting and handling techniques - avoid touching private body parts e.g. breasts when lifting underarm.

# Unwanted hugs and kisses/personal boundaries

Penny is nine years old. She can be very affectionate. This includes hugging and kissing and sitting on people's knees. Some staff like to give hugs back, but others are worried that this gives the wrong impression. She also hugs students and some parents have now complained.

## Strategies

- Why does Penny do this? What is her explanation? Can she get this feeling of security from something else?
- Develop school guidelines/agreement about acceptable personal contact for all staff to follow.
- Introduce 'acceptable touches' in school e.g. handshake.
- Talk to parents about how she behaves at home (does she hug strangers?).
- Teach Penny and her class about different types of touch and boundaries in RSE and PSHE



- Explore with the class how it might feel to be hugged when you don't want to be. Use role play to practise saying 'no'. The class will learn about boundaries and also about assertiveness and keeping themselves safe.

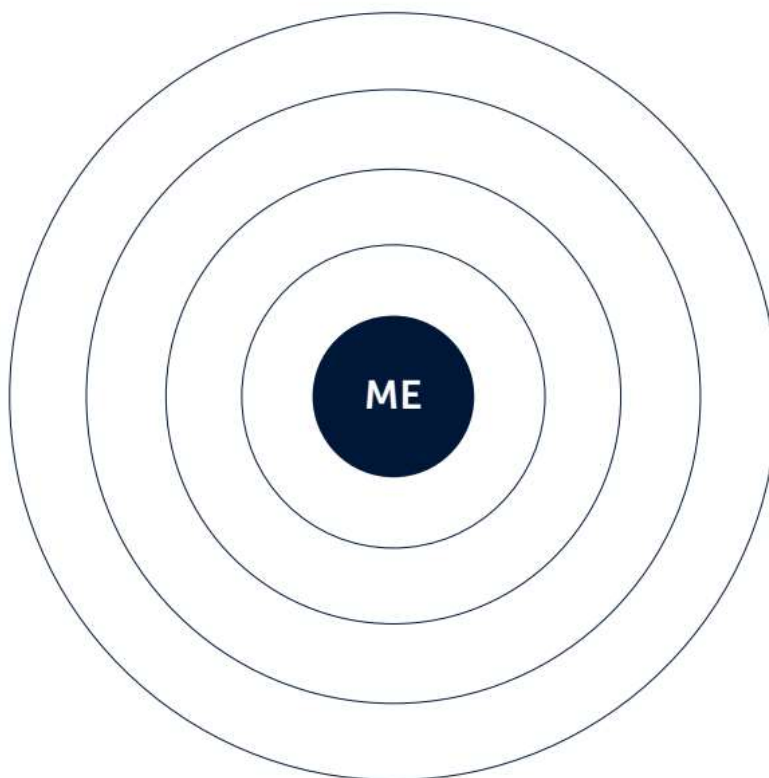
## Use the Circle of Friendship model to identify - 'Who can I touch?'

Penny writes her name (or 'me') in the centre and then the names of her closest family and friends in the next circle. Then the names of people she knows well, but are not as close (teachers, support staff, neighbours). The last circle will be people she might say hello or wave to - the postman, the bus driver etc.

This can be used to discuss 'who can I touch?' 'who can touch me?' and 'who can I talk to about... (Sex? My period? Growing up?)'.

Explain the Law and possible repercussions of hugging/kissing etc. with strangers or people who do not want that level of intimacy.

Have a sign or signal ready and a response for when Penny demonstrates that behaviour; 'Penny, that's not okay. Hugs are for (your mum). We shake hands in school'.



# Language

Thomas has started to use sexually explicit words in the classroom. He is 12 years old and may have picked this up from his older brother. He enjoys shocking other pupils and recently started asking the girls about their 'pussies'.

## Strategies

- Record exactly what Thomas says, when and who to. Is there a pattern emerging? Are there triggers?
- Talk to Thomas. Why is Thomas doing this? Does he need attention? Can he get this from something else?
- Talk to Thomas about his language. Explain that he can't use those words in school.
- Ask him to write all the words down. Where has he learned these words? Does he know the meaning of them? (He could simply be copying something he heard).
- Teach about private body parts and their correct names in RSE and PSHE.
- Do a language exercise with the class:

On 3 pieces of flipchart write Male sexual parts, Female sexual parts and Sexual activity. In groups, students have 3 minutes to write down as many words they know,

then the flipchart is swapped until all students have written on all 3 flipcharts.

- Display the flipchart and discuss different words.
  - Agree which words are acceptable/not acceptable and in what context (with your friends/in school/with your parent/with a doctor...).
  - Discuss why certain words may be offensive.
  - If a student uses a word that is not an agreed word, or out of context, remind the class.
- 
- Have a set response if an offensive word is used. 'It is not okay to use that word in school. I want you apologise to the class'.
  - Talk to parents about Thomas' use of language. Ask parent/carer to adopt the same response if he uses offensive language at home.
  - Consider restorative practice if offensive language continues to be directed at certain children/young people.
  - Talk to parents if concerned. Is he using this language at home? Could he be picking it up from pornography? If so, can they put parental controls on? Remember that it is usual to be curious about sex at this age - he just needs age and stage appropriate information instead (such as RSE and PSHE)

# Pornography

Brian is 13 and brought a pornographic magazine in to school to show his friends. A teacher confiscated it but was not unduly concerned. There are now rumours that he has explicit images on his mobile phone. Last week a teacher caught Brian sneaking in to the girls changing room trying to take pictures of them naked.

## Strategies

- Talk to Brian to find out if this is true. Tell Brian he must delete the images at once if he has not already done so. Staff should NOT view the material unless absolutely necessary.
- Think about why Brian is looking at these images. It is natural for someone his age to be curious about sex. But could there be a healthier way to explore this area of interest? Such as RSE and PSHE?
- Find out where Brian got the magazine.
- Talk to Brian about the images on his phone. Explain that taking and sharing images (sexting) is against the law.
- Talk to Brian's parents - how is he accessing this material via his phone? What about his home computer?
- Explain to Brian about the Law and consequences around pornography and sharing explicit images.
- Invite the external agencies to talk to the class about internet safety.
- Look at staff training to increase own knowledge of the internet.
- Teach RSE and PSHE to the class, including pornography, sexual images, male and female stereotypes, how men and women are presented in the media.
- Teach the class about positive relationships in RSE and PSHE.

# Intimate behaviour

Simon and Carl, both 15, have been found in the changing rooms together with their trousers and underwear down. They were standing close to each other but jumped apart when the teacher came in. The teacher was embarrassed and wasn't sure what to do. He did note, however, that although both boys have some additional support needs, neither looked unhappy to be there and there seemed no obvious sign of coercion. No other incidents have been reported but there are rumours that they are a couple and other students have been calling them 'gay boy'.

## Strategies

- Adopt a response 'It's not okay to behave like that in school. School is a public place. Get dressed properly and go back to class'.
- Write down exactly what was seen and said.
- Talk to the boys about the situation. Try and establish what was happening. Ensure that neither of the boys seem to have been coerced.
- Explain that behaviour like that is not acceptable in school.
- Find out why Simon and Carl behaved in that way.
- Are they simply curious about private body parts? Has this been taught already in RSE and PSHE?
- Do they want to have a relationship? Do they have access to meeting other boys or girls? Is the changing room the only privacy they have?
- Teach about boyfriends and girlfriends in RSE and PSHE education and include same sex relationships.

For example:

- What relationship could these 2 people have?
- What kind of things might they do together?
  - Reinforce that 2 boys (as well as 2 girls, or a boy & a girl) can have a relationship, but sex is illegal under 16 and sexual behaviour can only be done in a private place.
  - Talk to parents about their son's opportunities for social activities/meeting people. Can school help with this?
  - Ensure the school has a policy on LGBT and that all staff are aware of this.
  - Agree on 'acceptable language' to be used in school. The use of 'gay boy' could be sexual or homophobic. It may be copycat language with no intended meaning, but it is still offensive and unacceptable. Ensure that all staff respond to the use of unacceptable language.
  - Do not assume that Simon or Carl are gay. They may, or may not be. They may not be sure.
  - They might not want to label themselves as having any particular sexual orientation at the moment.

- It is important that staff do not (intentionally or unintentionally) 'out' them as gay to parents, other colleagues, students or anyone else.
- Being gay is not something that Simon or Carl needs to talk about, or decide upon now. Or ever, if they choose. However, it may be useful to get information and advice from LGBT Youth or LGBT Health. They support professionals, parents and carers and adults/young people.
- Remember that having a learning disability does not exclude someone from having relationships. Even if a person cannot consent to sex, they can still consent to intimacy and love



# Stalking/Unwanted attention

Jamie is 15 and on the autistic spectrum. He has recently become fixated with Louise. He stares at her during class, follows her around school and has now begun turning up outside her house. Louise does not have the same feelings for Jamie and is becoming increasingly anxious about his behaviour.

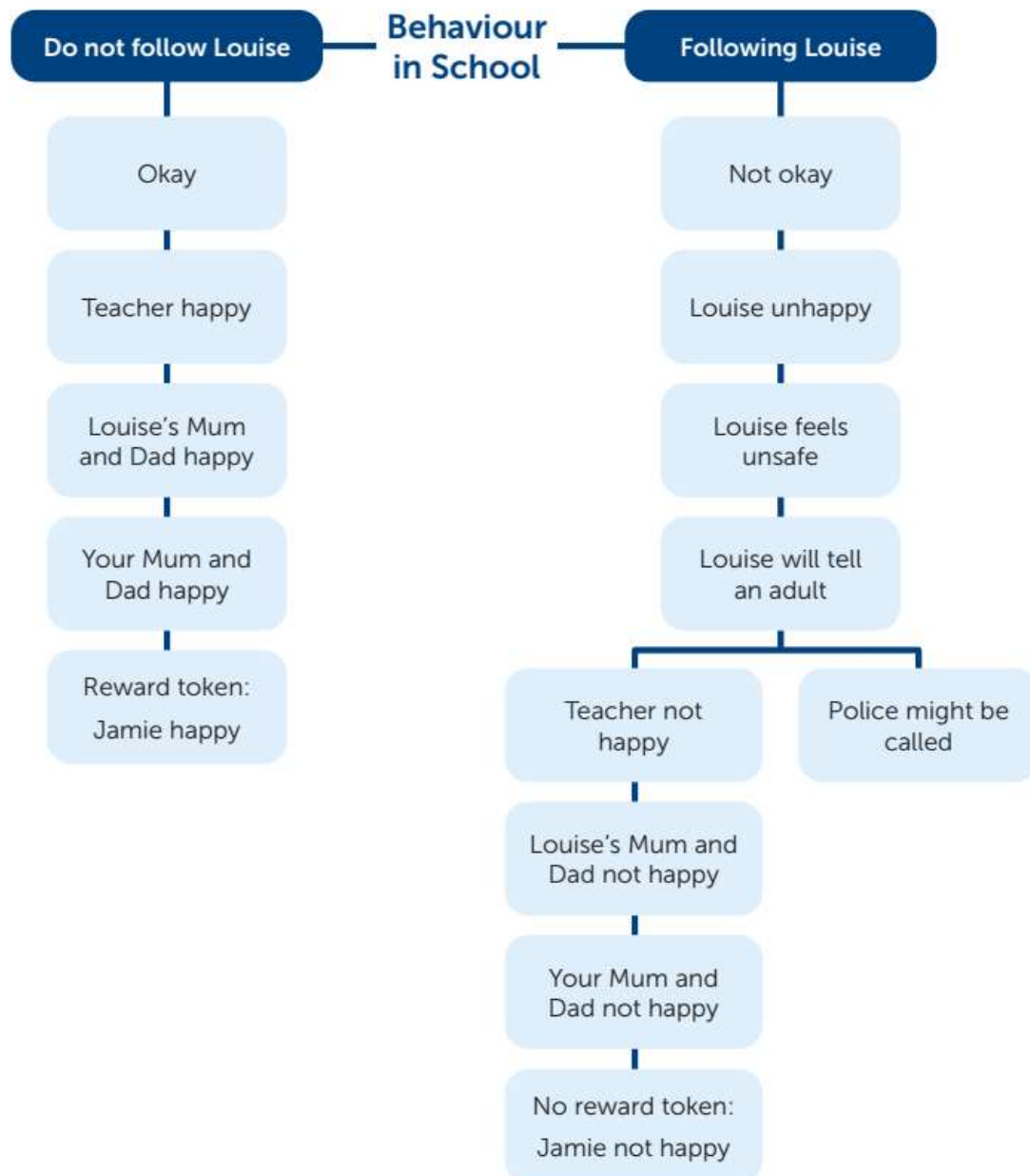
## Strategies

- Talk to Jamie. Why is Jamie behaving this way? Does he want a girlfriend? Does he have the opportunity to meet other girls?
- Ask Jamie to write down how he feels about Louise. He can draw a picture of himself with different thought bubbles. Ask Jamie to write down what Louise may be feeling. Try to develop a sense of empathy.
- Keep in mind that Jamie's thoughts and feelings are natural and healthy. It is perfectly age appropriate for him to have a crush on someone/fancy them.
- The problem is the way in which his thoughts and feelings manifest themselves.
- Help Jamie to understand that it is OK to fancy someone, but there are better ways to show someone that you like them. (You can ask them out, for example).
- Put in practical arrangements for example sitting apart/away from view in class. Put in place activities after school so that Jamie cannot follow Louise home.
- Develop a consistent response from teachers, Louise, Jamie's parents and Louise's parents to address his behaviour and reinforce the message. 'It's not okay to follow Louise around. It makes her uncomfortable. Now go... (home/back to class)'.
- Use diversionary tactics/activities.
- Teach Jamie and the class about boyfriends and girlfriends in RSE and PSHE; This should include where to meet, what to say, chat-up-lines, appropriate behaviour.
- Teach the class about positive relationships in RSE and PSHE
- Roleplay 'acceptable behaviour' with friends/boyfriends/girlfriends.
- Explain about the Law on unwanted attention.

# Flowchart

Use a flowchart to map out behaviour and consequences.

See chart below for example:



# Sexual Bullying

Sylvia is 14 and Richard is 16. When a teacher found Sylvia crying in the corridor, she told the teacher that Richard had pushed her against the lockers and tried to pull her skirt up. He hadn't succeeded but Sylvia was frightened. Richard has been aggressive with other boys lately too.

## Strategies

- Talk to Richard and tell him what you have heard.
- Find out why Richard behaved like that. Was Sylvia targeted intentionally or was it a random attack? Record Richard's and Sylvia's version of events.
- Talk to Richard's parents about his behaviour at home. Is he displaying anything similar outside of school?
- What about his other aggressive behaviour? Follow your school's Behaviour Policy guidelines.
- Support Sylvia. Develop a response for her to say if Richard approaches her again and a teacher she can go to for support.
- Work with Richard to help him understand how Sylvia is feeling, and other boys he has been aggressive with.
- Consider restorative practice.
- Consider anger management.
- Explain to Richard about the Law and consequences of assault and sexual assault and touching someone under the age of 16.
- Help Richard to explore his feelings through emotional literacy. Develop coping strategies, identify triggers.
- Look at short term practical arrangements if necessary - working away from other pupils, being escorted to class.
- Introduce behaviour targets and praise positive behaviour. Duplicate this work at home if required.
- Cover a range of topics as a class in RSE and PSHE - including emotions, puberty (hormonal changes to how we feel), assertiveness, keeping safe, friendships and relationships, respect and responsibility, abuse, gender-based violence, sex and the Law.
- Look at whole-school initiatives regarding gender-based violence such as MVP, 16 days of action, White Ribbon.
- Do not assume that Tilly (or any other child) will disclose during RSE and PSHE Education. Most children disclose to one person in a private situation where they feel comfortable. Provide Tilly, and all students, the opportunity to confide in a teacher if they wish to do so.
- Ensure that Tilly, and all students, know who they can talk to and who can help.

- Make sure your RSE and PSHE curriculum meets the needs of all the students in the school, especially those with additional support needs. Disabled children are three times more likely to be victims of sexual abuse, especially if they have difficulties with speech or language.
- Look at the content of the RSHP curriculum to ensure that it includes healthy behaviours and relationships and aspects of abuse, in line with the Health and Wellbeing outcomes and experiences. Primary school learning outcomes include:
  - I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this - HWB 0-49a/HWB 1-49a.
  - I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it - HWB 2-49a.

# Sexually Explicit Behaviour

Phoebe, an 11-year-old girl, has been approaching boys at school asking to see their penis and offering to have sex with them. As Phoebe has additional support needs, staff are unsure if she is aware of what she is doing and of the risks.

## Strategies

- Talk to Phoebe as soon as possible. Assess her knowledge and understanding. Find out what her own version and understanding of the situation is. For example:
  - Is she acting out a possible scenario of abuse she has seen or been exposed to?
  - Is she repeating/acting out a scene from a pornographic video she has been watching/ forced to watch? (These are Child Protection concerns).
  - Has she been dared to do it by other children? - Does she want to see what a penis looks like because she's a girl and has never seen one? Is she just curious about puberty and boys' bodies? If so, she may just be desperately in need of some further RSE and PSHE.
  - Does she know what she means by 'Do you want to have sex?' Could it be that her understanding of 'sex' is kissing or cuddling?
  - Could she just want boys to like her and be her 'boyfriend'? If her understanding of what 'boyfriends and girlfriends do' is based on 'sex', maybe that's what she assumes she has to offer. (Especially if she doesn't understand what it is).
- Phoebe may just need to be given more RSE and PSHE. Remember that children are more vulnerable to abuse and exploitation if they have little or no knowledge or education.
- Prioritise Phoebe's learning of body parts, puberty, gender, how babies are made, relationships/ boyfriends/girlfriends, Sex and the Law. Without this information, Phoebe may approach the wrong person and put herself in a very vulnerable situation.
- Phoebe's use of inappropriate language also needs to be addressed. Develop a strategy for dealing with her inappropriate language. All teachers and parents agree on a response e.g. "That language is not appropriate to use in school Phoebe. I don't want to hear it again. Come and have a chat with me after please".
- Record when and where these incidents occur. See if there are any patterns or triggers. Phoebe may deliberately choose to behave in this way with particular students or in a particular class in order to gain attention, get out of lessons, embarrass a teacher, make her peers laugh.

# Online Grooming

Greg is 15 and likes to spend a lot of time on Facebook. Greg tells his friend Emily that he has met a boy online who is also 15 and wants to meet him. His name is Peter and he has already dared Greg to take his clothes off in front of the webcam, but Greg hasn't had the guts to do it yet. Emily is concerned and tells a teacher.

## Strategies

- Speak to Greg as soon as possible about the boy he has met online. Get his side of the story.
  - Outline the different scenario's and risks:
    - Peter could be 15 and he might just be larking around. But taking your clothes off in front of a webcam is potentially dangerous as it can be shared and used against you for money or other forms of exploitation.
    - Peter may not be who he says he is. Talk to Greg about the dangers of going to meet with someone who you don't know. Be honest and help him to identify what the actual risks might be: e.g. murdered, raped, assaulted, kidnapped.
- Think of ways of making a situation safer. Even if Peter is a real 15-year-old boy who he wants to meet, he should:
  - Tell his parents/carers or a trusted adult who he is meeting and where he is going, arrange to meet in a public place and take a friend along, take his phone and some money.
- Ensure that Greg and all the other students are taught about Healthy Relationships, including same-sex relationships.
- Also teach about Online Safety, Sexting, Grooming, Sexual Abuse and Sexual Exploitation in RSE and PSHE (alongside Healthy Relationships, Intimacy, Sex, Consent, The Law).
- Greg may be meeting boys online for friendships or relationships because he has no other opportunity to meet them. Make Greg aware of support and social groups and 'safer places' to meet others.
- Remind Greg he can report the incident (of being asked to strip for the webcam) to the Police, Social services, Child Protection co-ordinator in school, through the Thinkuknow website etc.
- Speak to Greg about support at home from his parents. It would be helpful for parents/ carers to know who Greg is talking to online so they can help to protect him. However, bear in mind that Greg - if he is gay - might not have 'come out' to his family as yet.

# Child Sexual Exploitation

Daisy is 14 and has a mild learning disability. Although she attends mainstream school, she doesn't appear to have many friends. Recently, however, a teacher has noticed that she is regularly being picked up outside school by an older man in a car. The teacher has spoken to Daisy about this and she says it is her boyfriend. The teacher is quite concerned but Daisy says she is happy and loves him.

## Strategies

- Report this as a Child Protection concern.
  - Speak to Daisy about her relationship. Record her story. What is the age gap? Where did they meet? What kind of relationship is it? Do her parents/carers know?
  - Be aware that Daisy may not disclose anything (for a number of reasons including being afraid to tell someone, or that she thinks she is happy and in love). Even so, there can still be an investigation.
  - Complete a vulnerability checklist. The fact that Daisy has a learning disability already increases her vulnerability to Child Sexual Exploitation. Are there other risk factors?
- CE Risk Assessment Tool - T:\Safeguarding\Pathways and referral forms\Exploitation
- Make all school staff aware of the risks. Be vigilant to the situation. Make a note of the car registration, dates and times of pick-ups and any description.
  - Daisy may not realise she is being exploited. Teach Daisy (and all other students) about Healthy Relationships, Consent, Abuse, Exploitation and The Law within RSE and PSHE programmes.
  - It may be that Daisy is at more risk of being exploited because she is unfulfilled in other areas of her life. For example, if she has few opportunities to socialise and meet friends or boyfriends/ girlfriends, she is much more vulnerable to CSE and grooming.

# Sexting

Emma (age 15) has confided in her guidance teacher that her ex-boyfriend, Zac, (also 15), has an image on his phone of her topless. He asked her for it months ago, when they were going out, and she agreed to send it to him. Since they broke up she has asked him to delete it and he said he 'might do'. She is worried he will share it with his friends as revenge.

## Strategies

- Speak to the lead for Child Protection in school.
- This member of staff should then speak to both Emma and to Zac to get their sides of the story.
- Reassure Emma that the school take this very seriously and will support her.
- Find out from Zac - has he deleted the image? Does he know the consequences of keeping that image? Or the consequences of sharing that image?
- Zac should delete the image immediately if he has not done so already. Staff should NOT view the image unless absolutely necessary.
- If the image is deleted and not been shared, the school may choose to deal with the incident in a number of ways:
- Educating Zac and Emma and the whole school on sexting (this can be done through RSE and PHSE), asking the school police officer to come in to classes and speak to the children about Sexting and the Law, providing advice and guidance and information to parents.
- Be mindful that Emma may want this dealt with discreetly.
- If the image has been shared already, where has it been shared? Is it a small number of young friends who can delete it and keep the damage contained? Can the school manage this themselves? If so, the school should take responsibility to ensure all the young people who have the image are spoken to and delete the image. Put in good practice initiatives as above.
- If shared widely, or if adults involved, this would need to be reported to the police as Child Protection.

- Although Emma willingly sent the image, it is illegal to share the picture. If she had been coerced or groomed in to providing the photo, it would be a Child Protection concern.
- If the image/images had included sexual acts that were not age-appropriate, it would be a Child Protection concern.



**Information throughout this guidance has been taken from ‘Strategies for Managing Concerning or Harmful Sexual Behaviour’ by Central Sexual Health in association with Stirling, Falkirk and Clackmannanshire Education departments to help schools deal with incidents of HSB and to better support the young people involved.**

## Appendix 2

### ‘What to do’ and ‘What not to do’ for professionals when working with young people who display Harmful Sexual Behaviour

- Children who display harmful sexual behaviour (HSB) should be treated as children first and foremost.
- Don't contain but manage the risk.
- Denial should not be considered an aggravating factor among sexual offenders.
- The victim safety is paramount (Not to put potential victims needs over the YP)
- Avoid labelling.
- Do not act in a controlling or authoritarian manner.
- Do not forget to mention sex. Talking about sexual behaviour can be embarrassing for adults and children: use correct names for body parts and sexual behaviour
- Be open-minded & non-judgement.
- Use the child's & family's strengths.
- Do engage the parents.
- Do acknowledge the important of context.
- Do take account of individual needs & a child-centred approach.
- Adopt a holistic and multi-agency approach.
- Do go at the young person's pace
- Do Seek supervision support (be prepared to experience all sorts of emotions when working with young people)
- Don't do too much talking, asking questions or interviewing
- Force or push a young person to talk about their harmful behaviour, particularly if they become distressed

## 10 'Helpful Intervention Tips' when working with young people with young people with Harmful Sexual Behaviour

1. Think about the young person's development
2. Distinguish between OK/Problematic/Unhealthy
3. Reduce shame & stigma
4. Look at their whole world & get to know them – involve their network
5. Strengths/resilience/protective factors
6. Talk about the internet/social media & pornography
7. Consider the meaning & function of the sexual behaviour
8. Use methods/resources which engage & are age appropriate
9. Keep up to date with research/resources
10. Remember! The relationship you have with the Young Person is the most important thing!

### Approaches that work well with young people

It is unusual for any young person to be keen or hugely motivated to talk about their harmful sexual behaviour. There are often barriers, including feelings of shame and fear of rejection or being labelled, that makes it difficult for young people to talk about what they have done and the impact it has had on others. Young people tend to respond positively to a gentle, collaborative approach, where they feel listened to and supported, rather than experiencing something done to them.

## Appendix 3

### Advice for parents of children displaying Harmful Sexual Behaviour

Finding out that your child has displayed harmful sexual behaviour towards another child can evoke emotions such as shock, anger and blame.

Children may deny the behaviour for a long time. As with any form of abuse, how a parent reacts towards their child is important.

It may feel easier for a parent to ignore their concerns and hope the behaviours will stop. But it's vital to get appropriate support for your child and family.

It can be reassuring to know that the majority of young people who show harmful sexual behaviour don't go on to become adult sex offenders. But research suggests there are some young people with sexual behaviour problems who are at high risk of doing so (Hackett, 2006). So it's vital that both child and family get appropriate support as early as possible. Early action can help to prevent abuse.

#### **SMART Rules for adults to share with children from Parents Protect**

- **Secrets** These can be good fun, but if they make us sad or confused it's best to check them out with Mum or Dad or someone else you trust.
- **Mates** Take someone with you when you are going somewhere and stay together.
- **Always** tell your parents, carer or someone else you trust where you are going, who you are with and when you will be back.
- **Respect** your body and remember it is private. No one has the right to touch you on your private areas (those covered by your swim suit).
- **Tell** your parents, carer or someone else you trust if someone or something makes you feel uncomfortable or frightened.

When you are dealing with children there are no hard and fast rules. A child's ability to understand safety rules and to put them into practice depends on a number of things including how old the child is, how the child has been educated or even how confident the child is. To help a child learn any set of rules it is important to go through them and explain why you want the child to remember them. There is no 'one-size-fits' all but here are a few suggestions.

## Helpful messages for worried parents

Most sexual behaviours in young children are natural and healthy, and are related to exploration and experimentation.

There is a range of sexual behaviours in children, varying from a natural and healthy to children, to extensive sexual behaviours with other children, to involvement in sexually abusive behaviour with other children. Most children fall in the first category and the fewest into the last.

Children who are involved in sexually problematic behaviours are very different from adolescents or adults who sexually offend. Children do not have fixed sexual arousal patterns and have not yet developed sexual attraction towards a specific age or gender.

Many children who act in a sexually abusive way with other children are acting out their hurt and angry feelings in a disorganized way and use sex as a way in which they show these feelings.

Adults should not confuse their own sexual feelings, fantasies and behaviour with those of children. The sexual behaviours that most children engage in are not sexual in the same way that adults think of in adult sexual behaviours. Sexual activity does not represent a desire for sexual gratification in the same way it does for adults. Most young children do not think of the behaviours they are engaging in as sexual.

Parents and carers should remain non-judgemental and non-punitive with children who display sexual behaviour problem. Parents' negative responses could cause damage to the child's self-esteem, their sexual identity and their views about sex in the long term. Adults should attempt to channel their feelings of anger and confusion away from the child and share these with other adults.

If adults need to talk to their children about their sexual behaviour, their 'sexual behaviours' should describe the actual behaviour, e.g. 'touching your penis', 'rubbing your private parts'

Most children with sexual behaviour problems do not continued problems in their adolescence or adulthood. With help, children can overcome their sexual behaviour problems. Very few children go on to sexually offend as adults.

A child's sexual behaviour problem is often only one small part of the child's general behaviour. It is important that the concerns over sex do not overshadow other problems that the child may be having.

Most children who have been sexually abused will not go on to sexually abuse.

The confusion and anxiety that does fuel sexual behaviour is more a result of problems in their family environment (past or present). This can include being exposed to physical abuse, neglect, domestic violence and instability in their care arrangements. A first step to resolving any problematic behaviours is to stabilise the home environment and provide healthy models around sex, emotions and problem solving. Make it formal:

## **Family Safety Plan**

What I need to do

What will I teach and expect of my children

What I will expect of others who have contact with my children

What people in my support network need to know

What I would do if I was concerned about someone`s behaviour

Anything else?