

Safeguarding Children at The Oakwood Community School

SEXUALISED BEHAVIOUR RISK AND SUPPORT MANAGEMENT PLAN

OAKWOOD COMMUNITY SCHOOL POLICY ON THE ASSESSMENT AND MANAGEMENT OF CHILD ON CHILD SEXUAL BEHAVIOUR

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Proprietary board review		Date	September 2021
Next Review	September 2023		

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GUIDANCE ON THE ASSESSMENT AND MANAGEMENT OF CHILD ON CHILD SEXUAL BEHAVIOUR

1. Introduction

This guidance has been produced to provide teaching and support staff and other professionals with:

- assessment criteria for evaluating inappropriate sexualised behaviour at The Oakwood Community School.
- guidance on how to manage this behaviour
- an awareness of current research on young sexual abusers
- an awareness of age appropriate sexual behaviour

Teachers have valuable information and skills which are useful supporting the therapeutic and offence specific work undertaken by other agencies and providing a consistent approach to the management of the young person's challenging behaviour.

This guidance aims to ensure that all agencies, working with young people who display inappropriate sexual behaviour, have a common understanding of the issues and a consistent and common framework for assessing, reporting and managing the risks that these young people pose to their communities.

This guidance should support colleagues in using the Sexualised Behaviour Risk and Support Management plan document.

Contacts

Staff may wish to discuss the behaviours with other professionals as part of their initial assessment process. The following people could be contacted for advice:

Safeguarding Children in Education Officer: 0116 305 6314 Contact and Referral Team: 0116 305 7130

2. Procedures when ASSESSING possible inappropriate sexualised behaviour (including flow chart)

When sexualised behaviour has been observed or, a child or parent has informed staff that such behaviour has taken place then staff should inform the Senior Designated Person for Child Protection/Safeguarding (Kate Tuttle, DSL) who will clarify the exact behaviour which has taken place and make a considered assessment of its nature and decide appropriate next steps.

This assessment should determine whether the incident is:

- age appropriate sexual exploration,
- inappropriate sexual behaviour which is not considered to be abusive,

- inappropriate sexual behaviour which when put together with other information might be an indication that the child is experiencing sexual abuse □ sexual behaviour which constitutes an offence.

Outcomes of the Assessment and initial responses

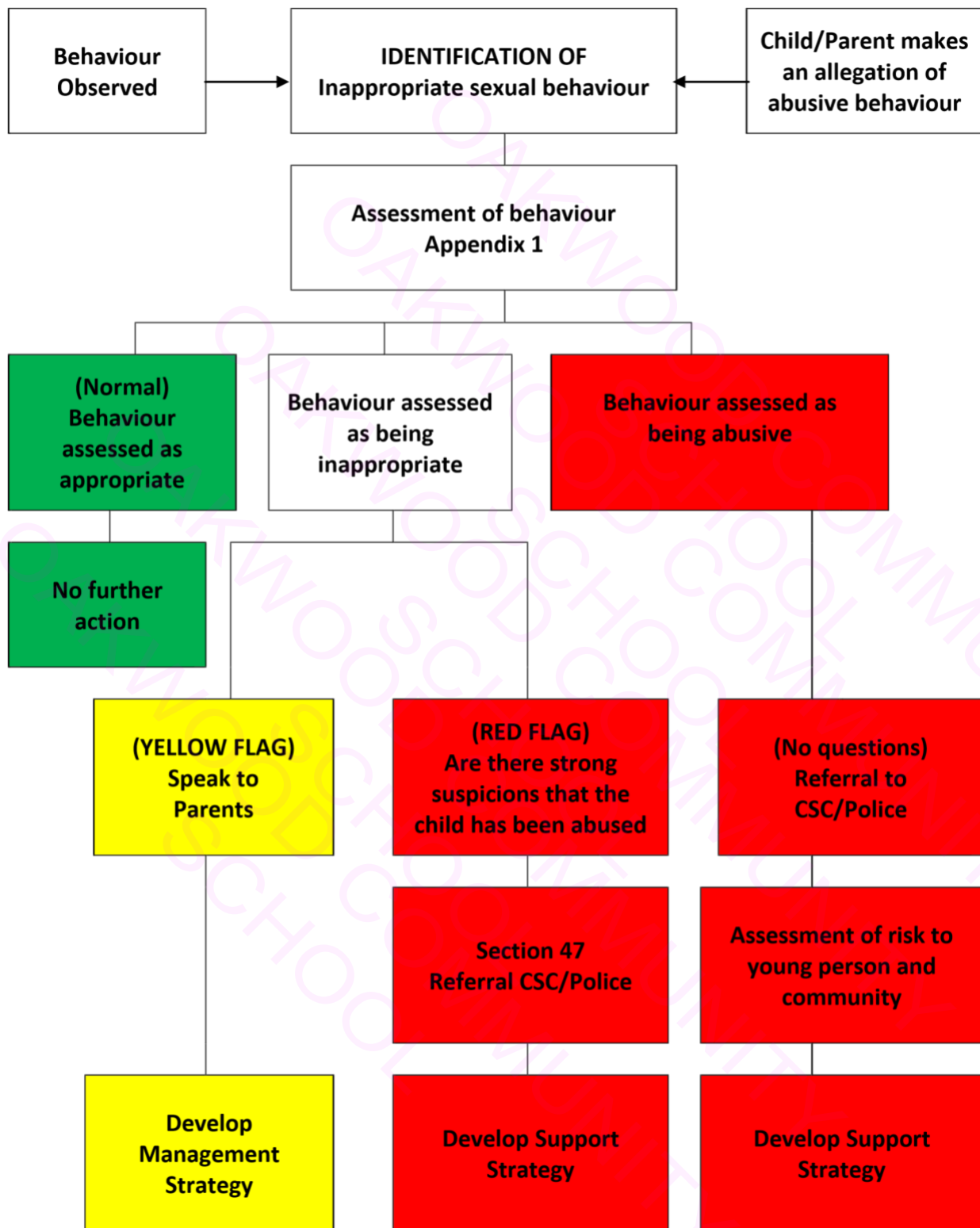
- Behaviour assessed as “normal” sexual exploration which is age appropriate then there should be no further action
- Behaviour assessed as being inappropriate but not abusive (behaviour consensual, no marked power differential, no indication of any coercion).
- Staff should discuss the behaviour with the parents and plan a management strategy to address the behaviour. Consideration might also be given to supporting parents/carer in making a referral to another agency. When assessing child to child behaviour the needs of both young people must be taken into consideration as both may be ‘children in need’ and a referral to Social Care, with consent of parents for an assessment of need may be considered.
- Behaviour assessed as being inappropriate and as a possible indication that the child might be experiencing child sexual abuse then staff should discuss the incident with Social Services in order to determine next steps. This could result in the school making a Child Protection referral to Social Care (Section 47) using the Multi-Agency Referral Form. <https://www.leicestershire.gov.uk/leisure-and-community/community-safety/report-abuse-or-neglect-of-a-child>
- Behaviour constitutes an offence – Staff should discuss with the parents/carers of the child alleging assault and support them if they wish to make a formal complaint to the police. Staff will need to decide if the incident is so serious that they need to inform the police and decide when to speak with the parents/carer of the young person who instigated the behaviour.

Summary

- If the school becomes aware that a child is displaying inappropriate sexualised behaviour, an assessment should be made as to whether or not the behaviour is abusive
- If the behaviour is inappropriate but not thought to be abusive, the school should speak to the parent or carer to devise a consistent strategy to manage the behaviours, eliminate any medical reasons underpinning the behaviours, and consider a possible referral to other agencies (e.g. CAHMS, Educational Psychologist, Behaviour Improvement Team, CSC)
- If the behaviour is thought to be abusive, a discussion should take place with Children’s Social Care Contact and Referral Team to determine next steps – e.g. informing parents, investigation, and Police involvement

Flow Chart of Procedures on the Assessment and Management of Sexualised Behaviour in Children and Young People





3. Managing sexually inappropriate and abusive behaviour in a school setting

Where inappropriate sexualised behaviour is identified it may not always be appropriate to make a referral to another agency. Even in cases where pupils have been convicted of an offence, they still have to be educated and managed in a school, unless the assessed risk they present to others in the Education establishment is too high and other arrangements have to be made.

When devising a management package for the instigator of the inappropriate behaviour the wishes and feelings of any Child who has been involved in or affected by this sexualised behaviour must also be taken into account especially if both pupils are attending the same school.

Teachers have expressed their concerns about managing sexualised behaviours as they feel under pressure from parents, governors and other professionals. The sexual nature of the behaviours can disempower teachers who are highly skilled in managing all kinds of difficult and challenging behaviours. Consideration to training school staff on awareness, identification and management can help to demystify this area of work and raise their confidence in dealing with situations.

Managing Individual Cases

Consideration should be given to:

- Information exchange within the school
- The physical structure of the school, any vulnerable areas identified e.g. toilets, playground
- Travel arrangements to and from school, especially if school transport is used
- Supervision – during “out of class” time e.g. lunch time, school clubs and more vulnerable situations such as swimming, school trips and work experience
- Identifying a mentor/safe place for the complainant
- Identifying a mentor for the young person displaying sexualised behaviour
- Establishing a monitoring and recording system to evaluate whether management strategies are effective
- Establish communication with parents/carers, other agencies to ensure effective interagency working
- Sex and relationship education
- Training in managing sexualised behaviour for staff
- If the case is due to go to court, the school should liaise with the Youth Offending Team and ensure a risk assessment is undertaken to assess the risk the individual presents to the School Community and identify any particular needs of the individual/s making the complaint.

Guidance on the issues of exclusion

There is no definitive guidance on this but Governors/Proprietors/Head Teacher should refer to the document *Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A guide for those with Legal Responsibilities in relation to exclusion DFE September 2012* and must be aware that any decision made may be open to legal challenge, particularly with regard to Human Rights legislation.

Any sexual offence or sexually inappropriate behaviour must be dealt with in line with the School's behaviour policy. Where a pupil's behaviour results in a serious breach of this policy, or the pupil is persistently breaching the policy by repeating this behaviour, the School may decide to exclude the pupil, either on a fixed term or permanent basis. A permanent exclusion should only take place where behaviour is sufficiently serious and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

It is important to note that permanent exclusion can only be justified if both limbs of this test are satisfied i.e. (a) the behaviour is sufficiently serious and (b) the pupil remaining in school could seriously harm the education or welfare of them or of others. There may be circumstances in which sexually inappropriate behaviour is not sufficiently serious to justify permanent exclusion, however there are potential welfare risks to the perpetrator and/or the victim if they remain in the same school. In such circumstances it is the School's responsibility to put in place such control measures as are necessary to protect the welfare of both perpetrator and victim. Off site education or transfer to another school as part of a "managed move" may be possible options, however this will need the consent of the pupil's parents. There is no general rule as to whether it is beneficial or otherwise for the perpetrator (or the victim) to be moved to a different school. This should be assessed on a case by case basis, and may depend on the support available to the perpetrator from the school and appropriate external agencies.

If the Oakwood Community School is approached to admit a Young Person post conviction, a request that the Child Protection Adviser and/or School Liaison Manager convene a multi agency meeting to assess potential risks that the offender might present to the school community and draw up a management strategy to support the young person and school during the integration process

4. An overview of the research of Child on Child sexual abuse

The age of criminal responsibility is 10 years in the UK and young people who are found guilty or cautioned for sexual offences will be required to register their address on the Sex Offenders Register.

- Sexual abuse is perpetrated by all classes and both genders
- Most victims know their abuser
- Sexual abuse is more prevalent in families low in warmth, high in criticism
- Children with disabilities tend to be more compliant and dependant and are therefore more likely to be abused than assertive children
- Young people also commit sexual abuse
- 1 in 3 of all reported child sexual assaults are perpetrated by young people (Horne et al 1991)
- 50% of adult sex offenders report the onset of sexual offending during adolescence (Abel at al 1985)
- Gene Abel's study of adult prisoners convicted of sexual abuse found that on average perpetrators had committed 380 offences
- Behaviours range from 'flashing' to rape and are estimated to have been experienced by between 1 in 4 and 1 in 10 people

Who are the Sex offenders?

Adult Males	50 %
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Adult Females	20 %
Adolescents and Children	30 %

“The majority of perpetrators sexually assault children known to them, with about 80% of offences taking place in the home of either the offender or the victim” Grubin, 1998.

Statistics about perpetrators

- 92.5% aware of interest by 21
- 67.5% offended by 21
- 15% chose career solely to abuse
- 41.5% state abuse “part of motivation”
- 77.5% arranged meetings outside work for abuse
- 67.5% took children away overnight □ Average of 49 admitted victims
- 41.9% had reputation as “touchy”, pervy, etc.

Sullivan and Beech, 2004

Appendix 1

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Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Print date: 12/07/2013 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

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Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

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Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

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