

Frederick Bremer School



Harmful Sexual Behaviour Policy 2023-2024

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Frederick Bremer School – Harmful Sexual Behaviours Policy

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Frederick Bremer School – Harmful Sexual Behaviours Policy

1. Aims

Frederick Bremer is committed to a whole school approach to identifying, tackling & responding to child on child abuse, sexual harm/violence and harassment.

This policy supports the guidance issued in KCSIE 2023-2024, that helps understand, identify and provides tools to respond to problematic/harmful sexual behaviours in schools. This policy is written alongside the school's Safeguarding policy, Behaviour policy and RSE policy.

2. Legislation and Statutory guidance

This policy should be read in conjunction with:

- [Keeping Children Safe in Education. Statutory Guidance for schools and colleges](#). All staff in a school should be familiar with the relevant sections that deal with Child on Child Sexual Violence and Harassment.
- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#). DfE, latest guidance for Head Teacher, Principals, Senior Leadership teams and designated safeguarding leads.
- The non-statutory UKCCIS guidance: '[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)' and [KSCB](#) guidance: "Responding to youth produced sexual imagery"
- The non-statutory guidance: Sharing nudes and semi- nudes Advice for Education Settings, Working with Young People

[Teaching Online Safety in Schools, DfE 2019](#)

- [The Voyeurism Act, 2019 \(Section Up skirting\)](#)

3. What is Harmful Sexual Behaviour?

Harmful sexual behaviour can include young people using sexually explicit words or phrases, inappropriate touching, using sexual violence or threats, penetrative sex with other children/young people. Children and young people can be exposed to harmful sexual behaviour both in person and online.

Harmful sexual behaviour is not defined by the age of children or young people. A younger child could sexually harm an older child if they have power over them, such as if the older child has a disability or learning need. Power is a key factor in the reasons why young people display harmful sexual behaviours towards peers. Both girls and boys and gender questioning children can display harmful sexual behaviours.

3.1. Healthy sexual behaviours

Healthy sexual behaviours are;

- Mutual
- Consensual
- Exploratory and age appropriate
- No intent to cause harm
- Fun, humorous
- No power differential between participants

3.2 Problematic sexual behaviours are

- Displaying behaviours not age appropriate, such as invasion of personal space, sexual swear words in young children

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- Some 'one off' incidents of low-key behaviours such as touching over clothing
- Incidents where there is peer pressure to engage in the behaviour. For example, touching someone's breast, exposure of bottom.
- Behaviours are spontaneous rather than planned.
- They may be self-directed such as masturbation.
- There are other balancing factors such as lack of intent to cause harm, or level of understanding in the young person about the behaviours, or some remorse.
- The child or young person targeted may be irritated or uncomfortable but not scared and feel free to tell someone.
- Parents display concern and are interested in supporting the child to change.

3.3 Harmful sexual behaviours are

- Not age appropriate.
- Elements of planning, secrecy or force.
- Power differentials between young people involved such as age, size, status and strength.
- Targeted children feel fear/anxiety/discomfort.
- Negative feelings are expressed by the young person when carrying out the behaviour, such as anger aggression.
- The young person does not take responsibility for the behaviour and blames others or feels a strong sense of grievance.
- Incidents are increasing in frequency and the young person's interest in them is disproportionate to other aspects of their life.
- They are not easily distracted from the behaviour, it appears compulsive and is persistent despite intervention.

(These are not exhaustive lists)

Sexual harassment between children/young people means 'unwanted conduct of a sexual nature' that can occur online and offline. 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.

(Outcomes First Group Harmful Sexual Behaviour Policy, August 2020)

Below is an overview of how the school manages Harmful Sexual Behaviour;

How we address student HSB and child on child abuse

Preventative approach

- Curriculum - This is explicitly taught to our students through the Humanities and Wellbeing curriculum. Every topic is referenced in detail in our HSB and RSE policies. Topics include, 'Disrespect nobody', 'healthy relationships', 'consent', 'the dangers of pornography'.
- Discreet curriculum - Also embedded through additional opportunities, DDD externals/workshops.
- Assembly plan - DSL delivers half termly assemblies on topics. HSB/child on child abuse covered regularly
- Safeguarding vigilance and culture of telling
- Highly trained pastoral staff with positive relationships with students - PSO/Family liaison/DSLs/Inclusion manager.
- Aim Trained safeguarding team

Reporting

*Threshold may include, unwanted touching, sexting, upskirting, overly sexualised comments. A chronology may be put together if a student regularly uses sexualised language.

- Reports should be made via CPOMs (there is also an option on sims) - this is because we approach HSB from a safeguarding perspective. Our PSOs complete an Aim assessment and we have Aim assessment trained staff in school.
- AIM - Assessment, Intervention, Moving On. This is a framework for managing HSB in schools. The key word is 'Intervention'
- We analyse this data regularly and feedback safeguarding data to Governors

| Perpetrator | Victim | AND support |
|--|--|---|
| <ul style="list-style-type: none"> • Given a chance to talk and reflect • Families informed • Sanction issued • Safer schools involvement • Intervention via referrals, examples include, mentoring, emotional literacy session, group sessions from VAWG, HSB key workers from WF, therapists, CAMHS/MASH • Restorative justice • Risk assessment • The Aim trained staff have created a bank of resources and 1;1 sessions to support children who display HSB, for example; • 'Understanding different types of touch', 'self esteem', 'personal space'. | <ul style="list-style-type: none"> • Listened to • Families informed/Safer schools support • Intervention via referrals, examples, counselling, mentoring, victim support, PSO case load/MASH • Restorative justice • Risk assessment | <ul style="list-style-type: none"> • Liaising with AND department and families. • Social stories, tailored to individuals and delivered by key workers and HLTAs. • Bennu therapy. • The Aim trained staff have created a bank of adapted resources and 1;1 sessions to support AND children who display HSB, for example; 'Understanding different types of touch', 'self esteem', 'personal space'. Risk assessment |

4. Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but Harmful sexual behaviour policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence

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- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

(See appendix 1 for more information about child on child abuse)

4.1 Procedures for dealing with allegations of child on child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation on CPOMS and tell the DSL or deputies, but do not investigate it
- The DSL or deputies will contact the local authority children's social care team (MASH) and follow its advice (020 8496 2310), as well as the police if the allegation involves a potential criminal offence.
- The DSL or deputies will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- An Aim Assessment will be completed as soon as possible after the report is made
- The DSL or deputies will contact the children and adolescent mental health services (CAMHS), if appropriate

4.2 Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent (See appendix 2 for details of RSE curriculum)
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Provide training opportunities for staff at regular intervals in the year (briefings, educate, INSET)
- Ensure this is a focus in referral meetings

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports.
- That even if there are no reports of child on child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”.
- If they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report.

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4.3 Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL or deputies immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL or deputies)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL or deputies.

Initial review meeting

Following a report of an incident, the DSL or deputies will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)
- The DSL or deputies will make an immediate referral to police and/or children's social care if:
- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL or deputies knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13

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- The DSL or deputies has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)
- If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through referral to the safer schools officer, Stephanie Byford. Or by calling 101 and noting the CAD number.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

5. Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education.

Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is,
- How it is most likely to be encountered and the consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment. Issues of legality.
- The risk of damage to people's feelings and reputation.

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images
- This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Further details of RSE curriculum can be found in Appendix 2 and in the schools RSE policy

6. Consent

Consent requires a person to have the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

It is important to know that a child under the age of 13 can never consent to any sexual activity. The age of consent is 16; Sexual intercourse without consent is rape. It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. This form part of the AIM assessments carried out.

Any reports of sexual intercourse between pupils below the age of consent must be reported to the DSL or deputies.

7. Children and young people with additional needs

We are aware of the additional challenges which exist when children with additional needs display or experience harmful sexual behaviours. The examples below are not exhaustive:

- Assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child's presentation of needs.
- Speech, language and communication needs which may make it difficult to tell others what is happening.
- Being more vulnerable to abuse.
- Having less understanding that some sexual behaviours are not acceptable or struggling to understand physical boundaries.
- Misunderstanding the nature of relationships and boundaries within certain relationships
- Relating more easily to children younger than themselves (which may contribute to potentially harmful relationships).

It is best practice for pupils with additional needs to cover some elements of the RSE curriculum in smaller groups. Where possible and appropriate some topics should be delivered by specialist staff. The intervention support for these children should be bespoke and tailored to their specific needs.

7.1. LGBTQ+ and/or gender questioning children

We recognise that LGBTQ+ children can be a vulnerable group who may be targeted by others as can children perceived to be LGBTQ+ who can be just as vulnerable. We take extra care that these children have a trusted adult to safe space to share concerns with and we work to consider how the school can reduce additional barriers faced by these children and how safe spaces can be provided for them to talk or share concerns.

8. Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

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Appendix 1

Child on child abuse

Child on child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)
- Sexual violence and sexual harassment exist on a continuum and may overlap.
- Children who are victims of sexual violence and sexual harassment will likely 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.
- If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.
- Staff should be aware of the importance of:
- Challenging inappropriate behaviours

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- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (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

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))
- Risk factors which increase the likelihood of involvement in serious violence include:
 - Being male
 - Having been frequently absent or permanently excluded from school
 - Having experienced child maltreatment
 - Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Appendix 2

| Statutory Framework: Respectful Relationships, including friendships | Year Group | Unit of Work |
|--|------------|--|
| The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship | 7, 9 | H7: 'Staying Healthy' H9: 'Relationships and Consent' |
| Practical steps they can take in a range of different contexts to improve or support respectful relationships | 7, 9 | H7: 'Staying Healthy' H9: 'Relationships and Consent' |
| How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) | 8 | H8: 'Identity and Relationships' |
| That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs | 8, 9 | H7: 'Staying Healthy' H9: 'Relationships and Consent' |
| Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help | 8 | H8: 'Identity and Relationships' |
| That some types of behaviour within relationships are criminal, including violent behaviour and coercive control | 9 | H9: 'Relationships and Consent' |
| What constitutes sexual harassment and sexual violence and why these are always unacceptable | 9, 10 | H9: 'Relationships and Consent' WB10: 'Sexting and Pornography' |
| The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal | 8 | H8: 'Community Cohesion' H8: 'Identity and Relationships' |
| That some types of behaviour within relationships are criminal, including violent behaviour and coercive control | 9 | H9: 'Relationships and Consent' |
| Statutory Framework: Online Media | Year Group | Unit of Work |
| Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online | 7,8,9,10 | WB7: 'Cybersense' WB8: 'Cyber Ethics' WB9: 'Friend request' WB10: 'Cyber Footprint' |
| About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online | 10 | WB10: 'Cyber Footprint' |
| Not to provide material to others that they would not want shared further and not to share personal material which is sent to them | 7, 10, | WB7: 'Cybersense' WB10: 'Cyber Footprint' |
| What to do and where to get support to report material or manage issues online* | 7,8,9,10 | WB7: 'Cybersense' WB8: 'Cyber Ethics' WB9: 'Friend request' WB10: 'Cyber Footprint' |
| The impact of viewing harmful content | 10 | WB10: 'Cyber Footprint' |
| That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner | 10 | WB10: 'Cyber Footprint' |
| That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail | 9, 10 | H9: 'Relationships and Consent' WB: 'Sexting and Pornography' |

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| How information and data is generated, collected, shared and used online | 8, 10 | WB8: 'Cyber Ethics' WB10: 'Cyber Footprint' |
| Statutory Framework: Being Safe | Year Group | Unit of Work |
| The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships | 9 | H7: 'Journey to Adulthood' H8: 'Identity and Relationships' H9: 'Relationships and Consent' |
| How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) | 7, 9, 11 | H7: 'Journey to Adulthood' H9: 'Relationships and Consent' WB11: 'Consent and Relationships' |
| Statutory Framework: Intimate and Sexual Relationships, including sexual health | Year Group | Unit of Work |
| How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship | 9 | H9: 'Relationships and Consent' |
| That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing | 7, 9 | H7: 'Journey to Adulthood' H9: 'Relationships and Consent' |
| The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women | 11 | WB11: 'Committed Relationships and Pregnancy' Also taught in national curriculum for Science |
| That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising other | 9 | H7: 'Journey to Adulthood' H9: 'Relationships and Consent' |
| That they have a choice to delay sex or to enjoy intimacy without sex | 9 | H9: 'Relationships and Consent' |
| The facts about the full range of contraceptive choices, efficacy and options available | 9 | H9: 'Relationships and Consent' |
| The facts around pregnancy including miscarriage | 11 | WB11: 'Committed Relationships and Pregnancy' |
| That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) | 9 11 | H9: 'Sanctity of Life' WB11: 'Committed Relationships and Pregnancy' |
| How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing | 9 Whole school SMSC | H9: 'Relationships and Consent' Whole school assembly program |
| About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment | 9 | H9: 'Relationships and Consent' |
| How the use of alcohol and drugs can lead to risky sexual behaviour | 9 | H9: 'Relationships and Consent' |
| How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment | 9, 11 | H9: 'Relationships and Consent' WB11: 'Committed Relationships and Pregnancy' |

Appendix 3

| Normal | Inappropriate | Problematic | Abusive/Violent |
|---|--|--|---|
| 1. Type of sexual behaviour | | | |
| <p>Explicit sexual discussions, use of sexual swear words, sexual jokes</p> <p>Flirtatious behaviour, kisses/cuddles</p> <p>Interest in online activity – seeking sexual imagery</p> <p>Self-masturbation</p> <p>**Legally over 16 years old - mutually consenting masturbation/ sexual intercourse/ oral sex etc.</p> <p>** This is the legal limit but it is important to consider the young person's sexual activity in the context of their age and ability level, particularly the ability to understand their sexual behaviours and the consequences, physically, emotionally & socially</p> <p>Some adults may not wish them to be sexual until they are 18 years old, but sexual development is an important part of the young person's overall development</p> | <p>Engaging in sexual conversations on line with strangers</p> <p>Single instances of inappropriate sexual behaviour</p> <p>Socially acceptable behaviour within their peer group, even if adults would not approve or they are technically illegal, e.g. sharing naked or semi-naked or sexually provocative pictures of self with a 'boyfriend/girlfriend'</p> | <p>Sexual behaviours that are developmentally unusual and not socially acceptable within their peer group, e.g sharing sexual pictures of elderly people</p> <p>Single occurrences of sexual behaviours such as exposure, peeping, frottage or obscene telephone calls</p> <p>Sexual preoccupation and anxiety</p> <p>Pressurising others to send intimate/ embarrassing pictures</p> <p>Sharing intimate/ embarrassing pictures of others to embarrass them but not threaten or coerce them.</p> <p>Seeking peer aged indecent images</p> | <p>Abusive</p> <p>Sexual behaviours involving a misuse of power and with an intent to harm</p> <p>Use of coercion and/or force to ensure victim compliance</p> <p>Intrusive sexual behaviours including penetration or attempted penetration anal, vaginal or oral, by penile, digital, or object</p> <p>Chronic use of pornography and distorted concepts of what is real</p> <p>Use of hard-core pornography involving younger children</p> <p>Self-reported sexual interest in children, or abuse of younger children</p> <p>Unusual sexual activities such as fetishes / sexual activity with animals etc.</p> <p>Abuse of strangers</p> <p>Persistent obscene telephone calls, voyeurism, exhibitionism off or online, frottage</p> <p>Coercion of others to share intimate/ embarrassing pictures</p> <p>Making sexually explicit threats, or blackmail through social media</p> |

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| | | | <p>Involvement in sexual exploitation, including procuring for others</p> <p>Violent Physical, violent sexual abuse</p> <p>Violence which is physiologically and/or sexually arousing to the young person; sadism</p> <p>Use of hard-core porn with violent/ aggressive themes</p> <p>Sexual assault and rape</p> |
|---|--|--|--|
| Normal | Inappropriate | Problematic | Abusive/Violent |
| 2. Context of behaviour | | | |
| <p>Developmentally expected Socially acceptable</p> <p>Consensual, mutual, reciprocal, both parties are free to engage or disengage</p> <p>Shared decision making</p> | <p>Context for the behaviour may be inappropriate eg. location</p> <p>Generally consensual and reciprocal even if adults would not approve</p> | <p>No overt elements of victimization</p> <p>Consent issues may be unclear or not taken seriously enough</p> <p>May lack reciprocity or equal power May include levels of compulsivity</p> <p>Behaviour appears influenced by peers.</p> <p>Touching behaviours (non-penetrative)</p> <p>Isolated incident</p> | <p>Behaviour, planned, manipulative, secretive, there are elements of violence, threat, force, coercion (to ensure victim compliance)</p> <p>Includes misuse of power</p> <p>Informed consent lacking or not able to be freely given by victim</p> <p>Sexual preoccupation which interferes with daily function</p> <p>Young person has one or more previous convictions/ final warning/ reprimands for sexual behaviour</p> <p>The behaviour is a way for them to cope with negative emotions</p> |

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| Normal | Inappropriate | Problematic | Abusive/Violent |
|--|---|--|--|
| 3. Young Person's response when challenged about their behaviour | | | |
| <p>Happy, comfortable,</p> <p>May be embarrassed if spoken to by adults about their sexual behaviour</p> | <p>Embarrassed if spoken to by adults about their sexual behaviour</p> <p>Challenging of the adults, saying this is what their age group do</p> <p>Accepting of the adult's perspective and changes behaviour</p> | <p>Embarrassed, ashamed, anxious. Self-harm</p> <p>Didn't understand the possible impact (particularly re activity on social media)</p> <p>Can demonstrate some remorse and empathy, even if this is initially limited</p> | <p>Anger, aggression, defensive</p> <p>Shows little emotion on being challenged.</p> <p>Denial of responsibility/ minimization of harm/ blames the victim</p> <p>Lack of empathy</p> <p>Self-harm, other risky behaviours</p> <p>Continued the behavior despite knowing the consequences</p> |
| 4. Impact on the recipients of the sexual behaviour which may include adults | | | |
| <p>The other young person may be happy, comfortable or may be embarrassed if found by adults</p> | <p>The other young person may be embarrassed if spoken to about it by adults.</p> | <p>If the recipient of the sexual behaviour is a child or young person with learning disabilities the power difference may make them vulnerable</p> <p>The other young person is uncomfortable or irritated, but not fearful or anxious. They feel able to tell someone</p> <p>If the recipients of the sexual behaviour are adults they may feel physically uncomfortable or disempowered</p> | <p>The recipient of the sexual behaviour may feel uncomfortable, fearful, anxious, suicidal if the abuse has been through social media</p> <p>The recipient of the sexual behaviour may be trying to avoid the young person e.g. stopping attending school, or going out socially</p> <p>Adults may feel disempowered, intimidated and unable to control the behaviour or protect themselves or others</p> |

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| Normal | Inappropriate | Problematic | Abusive/Violent |
|---|--|---|---|
| 5. Power Dynamics | | | |
| <p>Both parties are peer aged and with equal ability levels.</p> <p>There are no factors to suggest a power imbalance</p> | <p>Peer aged or same ability level but the behaviours are clearly led by the young person.</p> <p>Relationships where there is an age and development gap with the victim being younger or with learning disabilities, which may create a power imbalance.</p> | <p>Factors suggest one young person has some control over the other, but they still feel able to tell</p> <p>May be a naïve attempt at developing a relationship</p> <p>Online and on social media the young people involved may not know each other at all, but join in group behaviours</p> | <p>There are clear power differences in the relationship which may be based on age, gender, learning disabilities or social status</p> <p>The young person has very poor social/ communication or intimacy skills</p> <p>Victims on and offline are selected for their vulnerability, and are intimidated or sexually exploited</p> |
| 6. Persistence/ frequency of the behaviour | | | |
| <p>Healthy interest in sexual behaviour but not the sole focus of interest in the young person's life</p> | <p>Healthy interest in sexual behaviour but not the sole focus of interest in the young person's life</p> <p>Young person may have tested a few boundaries but is generally rule abiding</p> | <p>Interest in sexual behaviour is slightly out of balance with other aspects of the young person's life, but it is not all consuming</p> <p>Behaviours are intermittent and the young person can control behaviours</p> | <p>Young person is obsessed or preoccupied with sexual thoughts/ pornography, which may be sadistic and aggressive.</p> <p>Incidents are frequent or increasing in frequency</p> <p>The focus on sex is out of balance with other aspects of their life</p> <p>The behaviour has been happening over a period of time and/or has been repeated against the same victim</p> <p>Young person continues to seek access to the victim on or offline/ or accesses technology despite parental/ external controls</p> |

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| Normal | Inappropriate | Problematic | Abusive/Violent |
|---|---|--|--|
| 7. Other Behavioural problems | | | |
| No other behavioural problems, healthy peer relationships | No other evident behavioural problems but if present would be minimal and manageable through normal processes in school | <p>Poor sexual boundaries</p> <p>Problems coping with difficult emotions or in making connections and relationships.</p> <p>Difficulties in making the best use of education even if academically able</p> <p>They may already have been subject to some interventions through school but not to the extent of exclusion</p> | <p>Diagnosis of depression or other significant mental health problems.</p> <p>Formal diagnosis of</p> <p>Conduct disorder/AD</p> <p>HD Highly impulsive/compulsive behaviour</p> <p>History of aggressive behaviour</p> <p>Other offending behaviours for which they received significant sanctions, eg fire setting</p> <p>History of cruelty to animals, including torture and killing</p> <p>School exclusions</p> <p>Problems with drugs or alcohol</p> |


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| Normal | Inappropriate | Problematic | Abusive/Violent |
|--|---|--|---|
| 8. Background Information/ Family response | | | |
| <p>No significant family history</p> <p>Parents have a positive view of young person's developing sexuality</p> <p>Positive attachments with parents and carers</p> <p>At least one positive friendship</p> <p>Young person has access to social and leisure pursuits and to appropriate sex education</p> | <p>No significant concerning family history</p> <p>Parents respond appropriately and proportionately to behaviours, e.g. by setting boundaries and providing information about why the behaviour is not appropriate</p> | <p>There may be some previous low-level concerns about the family functioning.</p> <p>Family initially struggle to accept that their child has a problem</p> <p>Family have problems or cultural objections to discussing sexual behaviours</p> <p>Boundaries within the family on privacy, intimacy, sexual information and activity or they are not clear or not enforced.</p> | <p>Pattern of discontinuity of care/ poor attachments within the family</p> <p>High levels of trauma eg physical, emotional, sexual abuse, neglect, witnessing domestic violence</p> <p>Family members have anti-social history including offences against children</p> <p>Family are minimizing the behaviour or are rejecting of the young person, harsh or punitive</p> <p>There are poor or no boundaries re privacy, intimacy, sexual information and activity or they are not clear or not enforced</p> |

The AIM Project Adolescent Checklist

The AIM Project

Sexual Behaviour Continuum of Potential Harm to Self and/or Others

| | | | | | | | | |
|---|-----|----|------------------------|-----|----|------------------------|-----|----|
| <p>Outcome – Mark on the continuum the overall outcome for this young person</p> <div style="text-align: center;">  <p>Normal Inappropriate Abusive/Violent Problematic</p> </div> <div style="text-align: center; margin-top: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> | | | | | | | | |
| <p>Is further pattern mapping or a full AIM3 Assessment required?</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Pattern Mapping</td> <td style="width: 35%; text-align: center;">Yes</td> <td style="width: 35%; text-align: center;">No</td> </tr> <tr> <td>AIM3 Assessment</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> </table> | | | Pattern Mapping | Yes | No | AIM3 Assessment | Yes | No |
| Pattern Mapping | Yes | No | | | | | | |
| AIM3 Assessment | Yes | No | | | | | | |
| <p>What is the rationale for your decision?</p> | | | | | | | | |