Risk Assessment for Managing Harmful Behaviour in Schools Guidance

PURPOSE

This document provides Guidance for Ark schools on risk assessments for managing harmful behaviour of children who are vulnerable and/or have committed offences that may present a risk to others in a school setting. The Guidance has been written in conjunction with Ethica Solutions.

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POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
☐ Strategic Leadership & Planning ☐ Monitoring, Reporting & Data ☐ Governance & Accountabilities ☐ Teaching & Learning ☐ Curriculum & Assessment ☒ Culture, Ethos & Wellbeing ☐ Pathways & Enrichment ☐ Parents & Community ☐ Finance, IT & Estates ☐ Our People	Safeguarding

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1. Policy statement

Every Ark School is committed to protecting its children and promote the welfare of students, our detailed safeguarding procedure outlines our commitment to safeguarding and should be read in conjunction with this policy.

We specifically recognise that physical and sexual abuse perpetrated by a child against another child, can be just as harmful as that perpetrated by an adult.

We also recognise that children may also perpetrate other harmful behaviours that could affect the well-being and safety of other children in our schools.

Ark schools are committed to ensuring that all of our professionals are supported to be able to:

- Recognise potential harmful behaviour.

- Managing the day-to-day activities of pupils who may pose a risk to others.

- Recognise the need for inclusion and the benefits that education and positive influences can bring to reducing future offending.

- Ensuring that the negative effect of labelling children and young people as 'young sex offenders' or 'young abusers' is prevented.

2. Introduction

This procedure has been created in order to support all Ark staff in managing instances of harmful sexual and violent behaviour by children in our schools. Whilst these occurrences are thankfully rare, it is recognised that children are capable of committing very serious criminal offences, which result in enormous harm and damage to the unfortunate victim and their family, the subject and their family and often the wider community. In cases where such harmful behaviour happens within the school setting there is also likely to be considerable damage to the reputation of the school.

The main content of this procedure outlines the basic concepts of such behaviour and discusses a risk assessment process and the formulation of a risk management plan. In addition Appendix 1 gives members of staff guidance to support them when managing cases and also when required to attend MAPPA (Multi Agency Public Protection Arrangements) meetings.

2.1. Background

There are a small but significant number of children and young people who present a risk of serious harm to themselves and others as a result of their involvement in harmful sexual behaviour, sexual offending behaviour and/or serious acts of violence.

This group is considered to present a high risk not least because their behaviour may have already caused serious harm to a victim. Serious harm has been defined by the Justice Department (MAPPA 2017):

> 'Behaviour of a violent or sexual nature which is life threatening and/or traumatic, and from which recovery, whether physical or psychological, may reasonably be expected to be difficult or impossible'.

Many young people involved with offending of a serious nature will have complex needs and may have experienced multiple traumas in their lives. This presents many significant challenges for services in respect of the need to manage the risks young people present in order to promote public safety, while also offering those young people opportunities to develop and to become positive contributors to society. A high level of expertise and training is therefore required. School teams will often only infrequently work with young people in this group, support from specialists with experience in this field will, therefore be necessary. Offending of a serious nature can also attract considerable public attention and media coverage and generate high levels of anxiety for professionals, therefore appropriate and high quality support to staff is essential.

2.2. Safeguarding and our duty of care.

The Education Act 2002 outlines that School Governing Bodies have a responsibility to '*Ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils'*.

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment of risk that the child or young person may pose to themselves and others in the education setting.

As part of the overall management of risk, Keeping Children Safe in Education 2016 requires schools to ensure that all the children and young people in their care are kept safe from harm. Education staff have valuable information and skills, which are useful to support the specific work that may be undertaken by other agencies and acting collaboratively provide a consistent approach to the management of the child/young person's inappropriate sexualised and harmful behaviour.

This guidance aims to ensure that professionals have a common understanding of the issues and a consistent and common framework for assessing, reporting and managing the risks that these children/ young people may pose to themselves, peers and their communities.

2.3. Perception & Definitions.

Often, harmful behaviour which has violence, hatred or extremism at it's core is clear to identify; however in terms of sexual behaviour the boundaries between what is abusive, what is inappropriate, and what is part of normal childhood or adolescent experimentation can often appear blurred.

Professionals' ability to determine if a child's sexual behaviours are developmentally normal, inappropriate or abusive will be based on issues around knowledge about healthy and problematic behaviours and about issues in relation to informed consent, power imbalance and exploitation.

'Sexploitation', 'Sexting', 'relationship abuse' and 'gang initiation' have all been recognised as contemporary methods of Peer abuse. There is a raft of good practice and advice for teachers in relation to these abuse methodologies and staff members should keep up to date with the changes in modus operandi, legislation and professional good practice. The UK Council for Child Internet Safety (UKCCIS) have produced very detailed guidance fro school staff in relation to dealing with cases of Sexting. Also the NSPCC have produced similarly helpful guidance on dealing with cases of sexploitation.

The definition of harmful sexual behaviour by children / young people is the same as for adults who sexually abuse and is often characterised by a lack of true consent, the presence of power imbalance and exploitation. A detailed definition is provided within Working Together to Safeguard Children 2015 Appendix A (p93):

> *"Sexual abuse **i**nvolves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing, they may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children".*

There is no similar definition relating to harmful violent behaviour. Violence is a broad term that has proven difficult to define precisely, and distinctions are often made between various types of violence: for example, youth violence, hate crime, gang violence, extremism, domestic violence, sexual violence, stalking and knife crime. Violent crime can be committed by an individual or a group of individuals and can include the use of weapons. It can also include offences of arson and offences where the victim is particularly vulnerable or the violence has a racist, homophobic or other hate element as part of the offenders' intent.

Other forms of criminal activity such as property crime may become aggravated if violence is involved; for example the offence of robbery is a theft but with violence used as a means of effecting the theft. Burglary and other offences may classified as aggravated if the offender is in possession of a weapon at the time of the offence.

3.   Juvenile Offending.

It is an unfortunate reality that crime is not just committed by those over the age of 18 years but also by children and often at a much younger age. Most juvenile offending involves no more than petty theft, criminal damage or other minor offending and the juvenile justice system in the UK is well equipped to manage this and provide an appropriate and balanced response. Many children who do make mistakes do not commit further offences, any police records are destroyed when they reach adulthood and they go on to live happy and honest lives.

Sadly for a small minority the offence or offences that they commit are much more serious and so a period of control by Youth Offending Teams (YOT), or Offender Managers is required. This may include such control measures as 'Supervision Orders', 'Curfew arrangements', 'Electronic Tagging', to name just a few. The most serious offenders will fall under the Multi-Agency Public Protection Arrangements (MAPPA) whereby their lives are managed by a multi-agency forum and an appointed case officer or 'offender manager'.

A complete list of the 153 offences, both violent and sexual, that would attract MAPPA status is listed at Schedule 15 Criminal Justice Act (CJA) 2003.

4. The MAPPA Process.

The Criminal Justice Act 2003 ("CJA 2003") provided for the establishment of Multi-Agency Public Protection Arrangements ("MAPPA") in each of the 42 criminal justice areas in England and Wales. These are designed to protect the public from serious harm by sexual and violent offenders. They require the local criminal justice agencies and other bodies to work together in partnership in dealing with these offenders.

MAPPA is not a statutory body in itself but is a mechanism through which agencies can better discharge their statutory responsibilities and protect the public in a co-ordinated manner. Agencies at all times retain their full statutory responsibilities and obligations. They need to ensure that these are not compromised by MAPPA. In particular, no agency should feel pressured to agree to a course of action, which they consider is in conflict with their statutory obligations and wider responsibility for public protection.

The Responsible Authority (RA) is the primary agency for MAPPA; this is a combination of the Police, the Prison Service and the Probation Trust in each area, working together. The Responsible Authority has a duty to ensure that the risks posed by specified sexual and violent offenders are assessed and managed appropriately.

Other bodies have a duty to co-operate with the Responsible Authority in this task. These duty to co-operate agencies ('DTC agencies') will need to work with the Responsible Authority on particular aspects of an offender's life (e.g. education, employment, housing, social care).

The MAPPA process will categorise an offender depending upon the offence they have committed and its circumstances, this is known as the MAPPA category; category 1, are registered sex offenders 2, are violent offenders sentenced to 12 months or more imprisonment category 3, offenders do not qualify under categories 1 & 2 but pose a risk of serious harm.

They will also be assigned a management level (1, 2 or 3) depending upon the risk that they pose in relation to public safety and the agency involvement that is required to manage that risk. Level 1 relates to offenders who present a level of risk that can be managed by a single agency, level 2 where multi agency management through MAPP meetings is required to manage the risk, and level 3 where the risk requires the involvement of senior managers to authorise special resources. A convicted sex offender is also likely to be given Registered Sex Offender (RSO) status and be placed on the UK Sex Offender Register. This requires the offender to report certain changes in their lives such as travel, change of address & change of relationship. The duration that they remain on the register is dictated by their age at the time of offending and the duration of the sentence. An offender may also be subjected to one of two control orders introduced by the Anti-Social Behaviour, Crime and Policing Act 2014, 'The Sexual Harm Prevention Order' or the 'Sexual Risk Order'.

4.1. The Role of the School Within MAPPA.

Schools are defined under MAPPA as a DTC agency (Duty to Cooperate). The challenge for a school is to be able to provide a meaningful and safe education for these children, whilst managing any risk that they may pose to others and the risk they may pose to themselves. The overall risk management of a juvenile offender is the responsibility of the local YOT; they use a variety of complex risk management evaluation tools in order to identify the risk posed by the offender and this will in turn dictate their management and handling within the community. For those who pose the most serious risk it is likely that mainstream education is not an acceptable means of delivering an education and alternative provision will be made. However if the risk level indicates that mainstream education is viable, the school will have to consider the day-to-day management of the offender.

Amongst the most challenging offenders to manage are sex offenders. The reasons why children sexually harm others are complicated and not always obvious. Some of them have been emotionally, sexually or physically abused themselves, while others may have witnessed physical or emotional violence at home. For some children it may be a passing phase, but the harm they cause to other children can be serious and some will go on to abuse children into adulthood if they do not receive help. For this reason it is vital that they receive specialist advice and help as soon as possible. Various sex offender treatment programmes address this and provide support to offenders. In 2008, the Youth Justice Board (YJB) produced detailed guidance on Young People who Sexually Abuse, which contains extremely useful information and detailed background knowledge on this subject.

For teachers and other school staff, it is important (but difficult) to try and keep young people who sexually abuse other children in a school setting and to aid their recovery by reducing social isolation. While the young person needs to have opportunities to engage in healthy social interaction with peers, the safety of others is paramount. Additionally, teachers have valuable information and skills, which are useful in supporting the therapeutic and offence specific work undertaken by other agencies and providing a consistent approach to the management of the young persons challenging behaviour.

5. Risk Assessment & The Risk Management Plan.

5.1. The Risk Assessment.

The starting point for the risk assessment process is likely to commence following one of the scenarios below:

- A pupil at your school begins to exhibit harmful sexual or violent behaviour within the school setting.

- A pupil at your school is arrested/convicted or is under investigation for a violence or sexual related offence (either committed within the school setting or off-site).

- A pupil with a conviction, or under investigation for a violence or sexual related offence transfers to your school.

In each of these scenarios it is essential to gain as much information about the offending behaviour as possible and in particular an understanding of the victim, their identity and whether they are also a pupil at your school.

All risk assessments should follow a process through which the best available information is identified, analysed, evaluated and communicated in order to inform decision-making and action about managing and reducing risk. Whilst the focus of these steps may vary depending on the age and stage of the individual being assessed, the broad process should always remain the same.

Where a young person poses a risk of serious harm, the risk assessment should be comprehensive enough to provide a scrutiny of the risk. This will involve developing an understanding of the young person in terms of their development, attitudes, beliefs, coping strategies, behavioural patterns, relationships, goals and environment. If an appropriate and effective risk management plan is to be developed with the young person, it is essential to establish a good understanding of what needs to change in the young person's life, what might motivate that change, and how the change process can best be supported over time.

It is important to note that where there is a concern about risk of serious harm, multi-agency risk management arrangements should be implemented as soon as possible once concerns have been raised: practitioners should not wait until the completion of comprehensive assessments or the resolution of legal issues as public safety is paramount.

Risk assessments must consider all risks that may be posed by a high-risk offender whilst they are on the school site. In order to create a bespoke risk assessment it is essential that other agencies share information with the school and that a member of the school team is fully engaged with the structured multi-agency meetings. Best practice is to nominate one single point of contact and a reserve in cases of absence. This will aid and support continuity and ensure that all relevant information is captured and appropriately shared.

Unfortunately there is no 'one size fits all' approach to risk assessments and therefore there is no universal template available that would allow a 'tick-box' approach for all cases. It really does require a through understanding of the individual case and the risks the offender may pose.

There are however a range of models that you can use to help you frame your consideration of risk. One of the most commonly used is the four Ps. For each 'P', you identify the factors, circumstances or behaviours, which either contribute to or may reduce the risky behaviour:

- **Predisposing** - factors in the individual's past that may increase his tendency or vulnerability towards violence. These might include impulsivity, substance misuse, disregard for others, and early exposure to violence, etc.

- **Precipitating** - events or circumstances that may trigger the behaviour or dis-inhibit usual behavioural controls. These can be motivators or dis-inhibitors and might include intoxication, emotional collapse, a perceived slight or rejection, etc.

- **Perpetuating** - factors that cause the risk to remain. These might be impeders or unresolved vulnerabilities such as a cognitive impairment, a learning disability, history of trauma, etc.

- **Protective** - aspects of the individual's functioning or circumstance that moderate the risk. These might include significant pro-social relationships, medication, motivation to engage in supervision, etc.

Having identified the relevant factors for each 'P', the formulation is then pulled into a narrative, which explains how the various factors contribute to and influence the problematic behaviour. Once you have gathered relevant information it is then necessary to give that some meaning by identifying what the risks actually are, the likelihood of them occurring and the impact that would have. Once again there is no 'quick-fix' or template and it is often based purely on your own judgement of the situation. However within the arena of managing dangerous offending it can never be the case that a sole individual has to make those judgements and therefore identifying likelihood and impact will usually follow on from discussions with other professionals.

There are clearly important considerations that have to be addressed in any risk management plan and each identified risk must have a robust and fully considered control measure(s) to mitigate that risk and so each risk has to be considered proportionately and there must be some documented consideration and rationale to describe why it is a risk. Whilst each case will have to be judged on it's own merits, the following list highlights generic areas of consideration but should not be regarded as exhaustive:

- The physical structure of the school, any vulnerable areas identified e.g. toilets, playground.

- Seating arrangements in class.

- High-risk areas where items may be used as a weapon e.g. woodworking tools, kitchen implements. (Violent offenders).

- Confidentiality and managing rumour.

- Accommodating offender management intervention during school time.

- Managing any SEN issues that may be present.

- Managing relationships & friendship groups.

- Travel arrangements to and from school, especially if school transport is used.

- Supervision in school – particularly during 'out of class' time e.g. lunchtime, school clubs and more vulnerable situations such as swimming, school trips and work experience.

- Identifying a mentor/safe place for the offender.

- Risks associated with offender & victim or offender & witness association.

- Sex and relationship education.

- Bespoke Internet control for the offender – this may be more stringent than for other pupils.

- Particularly vulnerable pupils.

- Journey too & from school.

- Cover, agency teachers and non-teaching staff engagement with subject.

- Periods of lowered supervision.

- School performances.

- PE & changing rooms/showers.

There will be a range of issues that will need to be considered at a more strategic level; often this will be the role of the Senior Management Team or School Governing Body. Considerations at a strategic level will concern issues such as resource allocation, staff training, action planning and organisational reputation:

- Information exchange within the school must be appropriate; enough people & the right people must have the necessary information to manage any risks that are posed.

- Physical restraint considerations.

- Establishing a monitoring and recording system.

- Media interest, impact of release of information via social media.

- Concerns raised by other pupils & parents; community impact assessments.

- Establish communication with parents/carers, other agencies to ensure effective interagency working.

- Training in managing harmful sexual behaviour for staff.

- Emergency action plans & how to manage a critical incident.

By comparing the likelihood of an individual risk, with the impact of the outcome if it does happen, you will be able to give a numerical score to your assessment. The table below is an example of a commonly used risk matrix system to calculate likelihood versus impact.

Making an assessment of likelihood versus impact always includes an element of interpretation of factual information and often individuals will differ on where a line is drawn between the three grade levels. Do not be concerned if you have difficulty in being exact and it may be useful to give pieces of information a (+) or a (-) which will allow you to make a more detailed assessment. This process is used in a huge variety of risk analysis processes and it relies on professional judgement of the individual who is tasked with completing it.

High	Common, regular or frequent occurrence.	3	3 Medium	6 High	9 High
Medium	Occasional occurrence.	2	2 Low	4 Medium	6 High
Low	Rare or improbable occurrence.	1	1 Low	2 Low	3 Medium
Risk Matrix **Likelihood versus Impact**			1	2	3
			Little or no harm No criminal offence Little scope for reputational damage No cost	Minor injury. No criminal offence Minor short term reputation damage Minimal cost	Serious injury Serious Harm Criminal offending Major reputational damage High cost
			Low	Medium	High

5.2. Risk Assessment Tools.

During multi agency meetings, there is likely to be discussions relating to risk assessment tools that may have been used to determine the level of risk posed by the subject. To ensure that decision-making is responsible, ethical and defensible, risk assessment tools should be used in line with the guidance provided by the authors and should only be undertaken by practitioners who are qualified in the use of that specific tool. Therefore the application of a risk assessment tool in order to evaluate the risk posed by an offender will always be completed by an offender manager within the police, probation service or YOT. School staff will not be required to undertake such an assessment however information that a school provides within a multi-agency framework may be used as part of the evidence for the assessment.

5.3. Involving Families in the Assessment Process.

In addition to gathering information from the young person, it is vital to recognise the important roles that parents and carers play in informing risk assessment.

Parents need to be involved with comprehensive assessments in meaningful ways; however, many parents whose children have been involved with serious offending behaviour are lonely and isolated. They often face social stigma, rejection and hostility in reaction to their child's behaviour. They may also struggle with acknowledging personal trauma or the extent of their child's behaviours.

Engaging parents can assist in addressing their denial and other emotional experiences but more practically can provide a good working relationship that may provide a richer picture, support effective control measures and provide early warnings of potential re-offending.

However particular care should be taken in assessing serious harm that has occurred within families and liaison with MAPPA and Social Services may be beneficial.

5.4. Analysis

Having identified the relevant information from a broad range of sources, it will be necessary to analyse the relevance of this information in relation to the offending behaviour. The analysis should include:

- Detailed analysis of past and current offending in terms of the pattern, nature, seriousness and likelihood

- Application of a structured offence analysis in order to explore how, why and when offending occurs and begin to identify relevant risk and protective factors.

- A formulation of hypothesis that helps to identify triggers and early warning signs which may assist in recognising and responding to imminence.

- Identification of likely future risk that the risk management plan will seek to avert.

5.5. The Risk Management Plan.

Having assessed the risk, a risk management plan must be drawn up and agreed by all partners, it is not the sole responsibility of the school to manage the risk posed by a high-risk offender; the genesis of the UK MAPPA arrangements was the recognition that no single agency could manage high risk offenders in the community and inter-agency working is at the heart of the arrangements.

Control measures will be bespoke to each case; any control measures must be fully considered, documented, justified and communicated to those who need to know. Equally the measures taken to manage a risk have to be reasonable; it is probably not possible for instance to supervise an individual child for every minute that they are on the school premises and there is only so much that can be done to accommodate a child who presents a very high risk to others.

It is important to identify and record preventative or control measures that are likely to reduce the risk. These will be very specific to the school, the offender, the victim and the nature of the offending. Risk assessment and management is a dynamic process, influenced by context and time and so are the control measures that reduce risk and so there will be a need to constantly review any identified control measures in order to determine their ongoing effectiveness.

Off-site visits create a wider will require a bespoke risk management plan and will involve a detailed and considered approach. The schools Educational Visits Co-ordinator (EVC) must be involved in the risk assessment and decision making process from the start. Using packages such as 'EVOLVE visits' will support this process.

The benefits of such visits to children, including those that present concern cannot be underestimated however the rights of the subject must be balanced with the rights of all of the other attendees. A risk versus benefit approach should be taken whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. After consideration of all of the risks the decision and rationale should be documented.

A combined Risk Assessment and Risk Management Plan template is at Appendix 2. Example control measures, which may be relevant, have been considered and appear at appendix 4.

5.6. Review Timescales.

The timescale of the review of risk needs to be in proportion to the level of concerns/risk and the degree of support and intervention. However the frequency of review will be a decision for the senior management team in consultation with other partner agencies as appropriate.

Any one of the following events may be the basis to trigger a review of the risk assessment and risk management plan:

- Termly

- Immediately proceeding a MAPPA meeting.

- If there is reason to doubt the effectiveness of the assessment.

- Following any incident, which may suggest increasing risk.

- Following significant changes to line management or key staff.

- Following the introduction of more vulnerable people to the environment/setting.

5.7. Record Keeping.

Accurate and detailed and record keeping is essential and should compliment the intrusive supervision of a high-risk offender. Staff should be confident in recording what they see, hear, and think. Comments & concerns made by other pupils, parents, or staff should be recorded at the earliest opportunity; the use of hearsay and the recording of individual feelings should be included. All decisions taken in relation to the management of an offender, the restrictions & controls placed upon them and the support that they have received.

The purpose of such detailed record keeping is to allow other professionals to make links between different occurrences and to make an early identification of an escalation in risky behaviour and dangerousness.

Furthermore, detailed records will be essential in assessing the decision-making that has taken place during any serious case review in the event of further offending. In short your record keeping should provide a contemporaneous record of information as you become aware of it, the assessment you gave to that information and the hypothesis/decisions and actions that resulted from it. Records should be kept in a durable form and each record should be signed, dated and timed. Key decisions witnessed should be counter-signed by a third party or line manager.

6. Information Sharing, Confidentiality & Disclosure.

This is a critical component of ensuring public safety. In order that this is managed effectively, it is important that clear agreements are in place covering each aspect of the information sharing process. Information sharing protocols are, in their simplest form, agreements to enable the flow of information in an efficient and legal manner.

The Data Protection Act and the common law right to confidentiality are regularly misunderstood and are often used by practitioners and agencies in their reasoning for failing to share information. Working Together is clear that when it comes to any issue of safeguarding the needs of the child are paramount and therefore Information sharing is vital and takes priority over any concerns around data protection.

The guidance is clear that in considering sharing information it should be relevant and proportionate to the assessment or any investigation carried out by the Police or Local authority under their duty in s.47 of The Children Act.

> *Early sharing of information is the key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services. Serious Case Reviews (SCRs) have shown how poor information sharing has contributed to the deaths or serious injuries of children.*
> *(Working Together 2015 p16)*

In addition there are numerous other legislative enablers, which allow the sharing of information in order to safeguard children or vulnerable people, prevent crime and prevent harm and risk. Specifically section 325(4) of the Criminal Justice Act 2003 expressly permits the sharing of information between MAPPA responsible authorities and duty to co-operate agencies for MAPPA purposes.

Confidentiality is as equally important as appropriate information sharing. In order for a juvenile offender to change their behaviour it is vital that they are not 'labelled' or 'stereotyped' as an offender, or any other unpleasant title is ascribed to them. The inappropriate or inadvertent leaking of information can result in far reaching consequences for the individual and for the school including acts of vigilantism, retribution and damage to the reputation of the school; it may also result in criminal proceedings for offences relating to data protection legislation. In some cases consideration may need to be given to disclosing information about an offender's background to others, e.g. family, partners, employers. Such disclosures must be justified in terms of the risk posed by the individual, and only the minimum amount of information necessary to ensure the safety of others should be disclosed. Under the MAPPA arrangements formal disclosure is a decision that can only be taken by the local Chief Constable. School staff must not make any disclosures without the authority of MAPPA.

7. **Assessing Potentially Harmful Sexual Behaviour.**

You may become concerned about the behaviour being displayed by a pupil at your school. As previously discussed determining whether certain sexual behaviour is harmful is very difficult particularly within the context of adolescence, contemporary culture and differing levels of maturity and vulnerability. The Brook organisation assists professionals in determining what is 'normal' and what is not with a helpful traffic light tool that is widely used within schools in the UK.

The resource uses a traffic light approach to categorise the sexual behaviours of children and young people, to help professionals:

- Make decisions about safeguarding children and young people;

- Assess and respond appropriately to sexual behaviour;

- Understand healthy sexual development and distinguish it from harmful behaviour.

By identifying sexual behaviours as green, amber or red, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach. This tool can be used as part of a wider risk assessment process or to gauge single episodes of behaviour.

The Brook Traffic Light Tool is at Appendix 5.

8. **Guidance on the Consideration of Exclusion.**

Any sexual offence or sexually inappropriate behaviour must be dealt with in line with the School's behaviour policy and the multi agency risk management plan. Where a pupil's behaviour results in a serious breach of the school behaviour 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. Any decisions on exclusion must be considered in a multi-agency forum if the offender is subject to MAPPA or YOT because it may be a trigger to offending behaviour and thus raise the individuals risk level.

When considering the need for exclusion or transfer it is important to take account of the following:

- Whether the sexually problematic behaviours occurred in the school setting.

- Where the behaviours did not occur in the school setting, but the victim attends the same school?

- The views of the victim and his or her family

- The known risks of further occurrences happening in the school

- Whether complaints have been made previously against this child by parents or other children

- The school's ability to provide adequate supervision and support to manage risk while enabling the child to continue with his/her education. This would be informed through ongoing risk management meetings either through child in need or child protection systems.

There is no definitive guidance on exclusion in these circumstances. Governors should refer to the *'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A guide for those with Legal Responsibilities in relation to exclusion DFE September 2015'* and must be aware that any decision made may be open to legal challenge, particularly with regard to Human Rights legislation.

9. Staff Supervision and Support

Work around harmful sexual behaviour involves exposing staff to issues around sexual abuse, which may require them to address intimate issues around sexual behaviour and identity with children. Similarly, work around violent offending can often require self- reflection about power, gender relationships and values surrounding what is inherently considered to be right and wrong.

Furthermore in cases where a managed offender has re-offended, staff who have been in direct contact with both the offender and the victim will require additional support. The staff responsible for managing the offender will likely have feelings of blame and guilt associated with the further offending and may be asking if they could have done anymore. Their actions and decision making may also come under scrutiny during any LCSB or MAPPA serious case review process; this may make them feel vulnerable and that they are being blamed.

The cost of not providing support – in terms of the personal impact as well as the worker's capacity to provide containment and boundaries – can be considerable.

Both front line practitioners and their line managers working with children and young people involved in serious violent or sexual offending should be:

- Appropriately qualified and experienced for the role they are required to undertake

- Have access to training to support their role and which enhances their skills

- Regular supervision (1:1 and group)

- Access to appropriate support mechanisms

- Access to counselling if required.

10. Summary & Review

The Ark safeguarding team, supported by Ethica Solutions Ltd, external professionals who have first hand experience of managing dangerous offenders in the field have developed this procedure. The content is advised by a consultation process, which included teaching staff from across the Ark academy schools group. This included two separate focus group meetings held at Ark Head Office in December 2016 and March 2017. The procedure is intended to support Ark schools staff in protecting children through effective risk assessment and risk management in order to ensure the protection of the child subject and other children within the school.

Ark schools recognise that there is a constant requirement to review and update our safeguarding policies and procedures and to constantly ensure that our professional teaching teams are equipped with the latest training and guidance. Therefore this guidance will be reviewed regularly and training will be delivered to all staff within the published training schedule.

Appendix 1: Practical Advice For Teaching Staff.

This appendix is intended to 'speak' directly to members of staff who may find themselves managing a child who is/has displayed harmful sexual or violent behaviour.

The starting point for the process is likely to commence following one of the scenarios below:

- A pupil at your school begins to exhibit harmful sexual or violent behaviour within the school setting.

- A pupil at your school is arrested/convicted or is under investigation for a violence or sexual related offence (either committed within the school setting or off-site).

- A pupil with a conviction, or under investigation for a violence or sexual related offence is transferred to your school.

Such behaviours should be considered in precisely the same way as any other safeguarding risk and your schools' safeguarding policy and procedure outlines the necessary action to be taken and the process to be followed.

Staff members working with children are expected to maintain professional curiosity and, an attitude of **'it could happen here'** where safeguarding is concerned. When worried about the welfare of a child, staff members should always act in the interests of the child and report any concerns as per the procedure set out in the Ark Safeguarding procedure.

Safeguarding is built on four key fundamental principles:
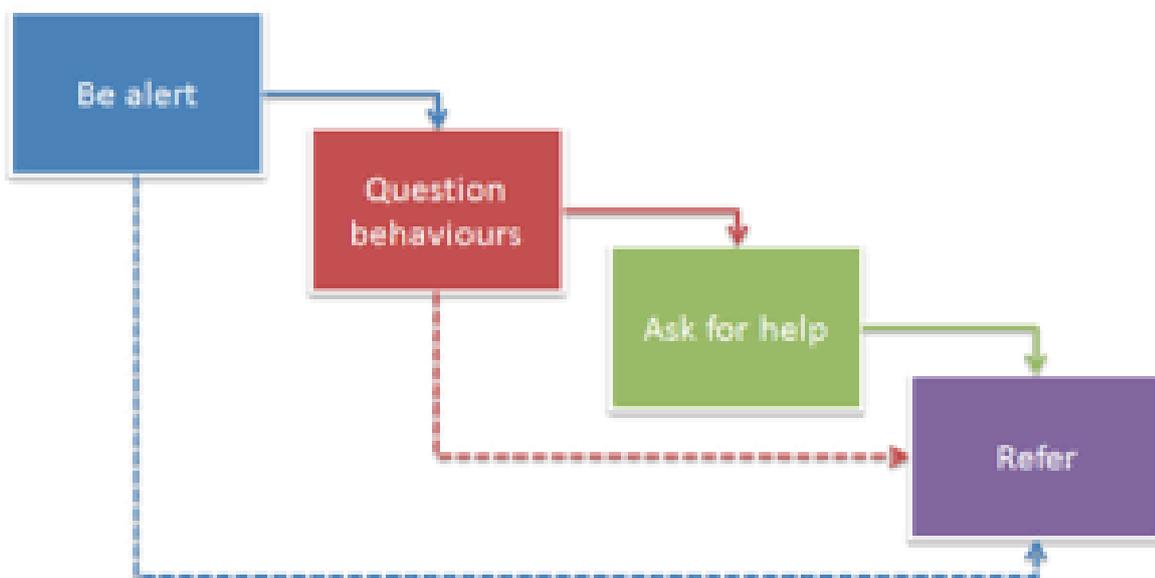
Be alert to the risks that may be posed to other children by adults and other children. A risk is a risk no matter the direction that it comes from.

Question behaviours that appear to feel uncomfortable, which are out of place or not in context. Those working with children should constantly remain vigilant and be 'professionally curious' about the activities of others. You should feel comfortable to 'ask the un-askable' and to report your concerns.

Ask for help when you need clarity, information, understanding or guidance.

Refer all matters where your concerns are confirmed or cannot be rationally explained. Make & keep records in a durable & chronological form and record your thoughts, feelings and decisions as you go.

Preparing for MAPPA

If you are asked to attend a MAPPA meeting or any other form of professionals meeting you will need to be aware of the format and you will also be required to make a report (usually a verbal report at the meeting or submit a written report ahead of the meeting).

The Ministry of Justice maintain a very useful [MAPPA resource website](#) that is regularly updated and can provide you with a great deal of very useful and helpful information.

The purpose of the MAPPA meeting is for agencies to share information which:

- Is pertinent to undertaking a multi-agency risk management assessment.
- Identifies the likelihood of re-offending.
- Identifies serious risk of harm issues and their imminence.
- Is critical to delivering an effective risk management plan.

The agency managing the case, generally Police, Probation or Youth Offending Team, will identify when a meeting is necessary and will co-ordinate it, recording the decisions made on the relevant case management record. Meeting time should be regarded as a scarce and expensive resource. It is therefore essential that pre-meeting preparation is as thorough as possible, given the time and resources available.

The level of risk posed by the subject dictates the frequency of MAPPA meetings. For offenders in the community, the frequency of meetings is normally as follows:

- All level 3 cases are reviewed every four to six weeks;
- All level 2 cases are reviewed every eight to 12 weeks;
- All level 1 cases should be reviewed every 16 weeks.

Basic preparations:

- Know who the lead agency is and make contact with the offender manager or chairperson prior to the meeting. Very often administrative support departments will plan and prepare meetings however it will probably assist you to make contact.
- Establish where the MAPPA meeting is being held, the time & precise location.
- Ensure that you have a received a copy of the meeting agenda and any previous minutes. Take time to read these thoroughly before the meeting and highlight any points of concern.
- Ensure that you have the ability to take notes during the meeting.
- Ensure that you have identified a deputy to attend in your place at short notice in case you are unable to attend (agencies failing to attend MAPPA meetings are regularly cited as issues in MAPPA annual reviews and in serious case reviews following incidents of re-offending.)
- Prepare a list of the information you need to submit (see chronology below) and also the information that you need to obtain. Don't forget that information sharing is a central part of MAPPA and that does not mean just giving information. It also means that you are entitled to receive information, which will support the school to discharge your legal safeguarding obligations.
- Obtain up to date risk assessments, minutes of previous meetings, third party reports, reports from other stakeholders or staff within the school that you feel will be important.
- Prior to leaving the meeting ensure that your attendance has been noted in the minutes and that you have requested a copy of the minutes and provided contact details so that they may be sent (if you have requested that they be sent electronically ensure that you can provide an official government or local authority e-mail address – they will not be sent to personal e-mail accounts).

- After the meeting you must ensure that any outstanding actions are completed promptly and that all information gaps are filled. In addition you should add a record of the meeting to your chronology.

- Ensure that you fully update key stakeholders on the outcome of the meeting. In particular any changes that may affect the school or any perceived increase in risk must be fully documented.

- Immediately following a MAPPA meeting is a very good time to re-visit the schools risk assessment and risk management plan. You are likely to have gathered more information that may increase or decrease your risk level.

Chronology/Time Line

When preparing a report for MAPPA it is always worth remembering that the time allotted to each meeting is usually quite short and so the presentation of your report will be important in order to give the most contemporary account and to highlight any issues or behaviours that may indicate an escalation in risk.

The production of a chronology or time line is a very simple and useful way of doing this and will show key events clearly as well as dates when MAPPA meetings or other professionals meetings have taken place. You should include all interventions and changes in behaviour exhibited by the subject and you should also ensure that you populate the chronology with a breadth and depth of information that will be provided by all staff having regular contact with the subject.

Planning Off-Site Activity

Any off site activity that involves a student who is at risk of displaying harmful sexual or violent behaviour must be considered very carefully. Experience shows that off-site visits can elevate the level of excitement, which can lead to behaviour that is not normal in even the most well behaved child. Off-site visits also reduce the normal controls, norms and structure that are present in the school setting. Any off-site trip planning must be co-ordinated with the Educational Visits Co-ordinator (EVC).

The risks involved vary depending upon the nature and location of the visit and once again no single list can ever cover all eventualities. However the following may be a useful starting point for teaching staff who are planning or managing such a visit:

- If the visit includes foreign travel, it is possible that a convicted offender will be precluded due to VISA restrictions or due to offender management control.

- Any re-offending in a foreign jurisdiction will be investigated and managed by the local law enforcement agencies and criminal justice systems.

- There are different levels of cultural sensitivies in foreign countries, which is likely to complicate any incident that occurs whilst in that country.

- Periods of travel can often be long, tiring and leave students isolated for many hours.

- Any off-site visit must be notified to MAPPA via YOT if an attendee is subject to MAPPA supervision. MAPPA will make the decision on their involvement.

- The level of supervision should be adequate in all circumstances and allow for a supervisor becoming unavailable through illness etc.

- Consideration must be given to the wider scope of risk and damage that may be caused.

- Consideration must be given to disclosure to a wider group of stakeholders about the propensity towards harmful sexual or violent behaviour.

- Consideration must be given to the reputational damage caused to ARK were an incident to occur during an off-site visit.

- There must be a robust action plan in place to deal with any incident.

- There should be a clear position statement on what behaviour(s) would necessitate the subject to be removed from the trip and returned to the school.

- Extra consideration must be given to off-site visits managed by third party suppliers such as adventure camps etc.

- Extra consideration must be given to visits, which include overnight stays.

Whilst it is accepted that education will reinforce positive messages and is shown to have a positive effect on rehabilitation, sometimes the conclusion will be that an off-site visit will not be appropriate for a particular student at that particular time.

Where the risks outweigh the benefits to the subject and the wider cohort of students then this should be documented and an alternative on-site activity is offered to the subject.

Appendix 2: Ark Schools – Harmful Behaviour Individual Risk Assessment & Management Plan.

KEY INFORMATION	
Full Name	
Date of Birth	
Address of current location	
Legal Status Information	

LEAD AUTHORITY DETAILS	
Lead Authority	
Address	
Lead Professional	
Telephone Contact	
Email	

RISK ASSESSMENT
Basis of Assessment (Identify the sources that informed the assessment e.g. risk instruments, reports, multi-agency discussion, chronology, etc)

Provide a brief history of the harmful behaviour (including the index offence where relevant). Include 5WH (When, Where, What, Who, Why, How)	
Describe the cycle of events, and behaviours that precede and follow an episode of seriously harmful offending. What do we know about the victim and their vulnerabilities?	
Identify the relevance of the key factors contributing to the behaviour (i.e. pre-disposing, precipitating, perpetuating and protective factors).	
Provide a summary of the risk of serious harm in terms of the pattern, nature, seriousness, likelihood and imminence. Include a conclusion on the overall risk level.	

RISK MANAGEMENT PLAN

Identify the Risk(s) to be Managed in this Plan (e.g. interpersonal violence, sexual violence, fire-setting, self-harm):

MEASURES OF CHANGE

Early warning signs/ Behaviours to monitor:	Indicators of Positive change:

Risk	Who is at risk	Risk rating (likelihood x consequence)	Control/Preventative measures	Residual Risk rating* (likelihood x consequence)	Management Plan		
					Owner	Target date	Completion date

High	Common, regular or frequent occurrence.	3	3 Med	6 High	9 High
Medium	Occasional occurrence.	2	2 Low	4 Med	6 High
Low	Rare or improbable occurrence.	1	1 Low	2 Low	3 Med
Risk Matrix **Likelihood X Consequence**			1	2	3
			Minor	Serious	Major
			Low	Medium	High

Record the residual Risk Rating to demonstrate that the risk has been reduced to an acceptable level; record Likelihood and Consequence scores.

Risk Management Assessment & Plan completed by:		
Name	**Role**	**Date**

Risk Management Assessment & Plan authorised by:		
Name	**Role**	**Date**

Risk Assessment and Plan – Review		
Review Date	**Reason for Review**	**Significant Amendments**

Appendix 3: Ark Schools – Harmful Behaviour Individual Risk Assessment & Management Plan (Example).

KEY INFORMATION	
Full Name	**Christopher Doe**
Date of Birth	**12 August 2000**
Address of current location	**Ark Academy School Portsmouth**
Legal Status Information	**Subject to non-association restrictions & managed by YOT within MAPPA Cat 1 risk level 2**

LEAD AUTHORITY DETAILS	
Lead Authority	**Portsmouth YOT**
Address	**Civic Offices, Portsmouth City Council, Guildhall Square, Portsmouth, PO1 2EA**
Lead Professional	**John SMITH**
Telephone Contact	**02392688450**
Email	**johnsmith@portsmouthyot.gov.uk**

RISK ASSESSMENT
Basis of Assessment (Identify the sources that informed the assessment e.g. risk instruments, reports, multi-agency discussion, chronology, etc)
Offence details provided by YOT reveal that in December 2015 Christopher was convicted of four counts of sexual touching and a further three counts of downloading and possessing indecent images of children. At the time of this index offence Christopher was 15 years & 4 months old and attending a school in Kent. The victim of the sexual touching offence was aged 11 and was in year 7 at the school he attended. He was sentenced to a Youth Rehabilitation Order, which included a variety of rehabilitation and prevention strands. He is currently a registered sex offender and was managed by Kent YOT & Kent MAPPA. A risk assessment tool was used by the Kent Offender Manager to determine the risk (include details of this if known). Christopher and his family have moved to Hampshire from Kent and he now attends the local ARK academy school. He has a younger female sibling and single mother. He has no contact with his father or maternal or paternal grandparents. He is close to his maternal aunt and her two older sons who live nearby. Kent MAPPA held a total of four meetings prior to his transfer to Hampshire. Hampshire MAPPA has accepted the case and has held one meeting to date. (Include any details that are relevant from the minutes of those meetings).

Provide a brief history of the harmful behaviour (including the index offence where relevant). Include 5WH (When, Where, What, Who, Why, How)	Christopher has had a poor school attendance and social reports indicate that his family background presents several challenges relating to parental mental health, substance abuse and domestic violence. Furthermore previous school records (St Johns CE Primary & Radley Court Secondary) reveal a poor achievement record and high incidences of poor behaviour & poor decision-making. There has been evidence from past teachers identifying that Christopher regularly displayed extreme sexual language and behaviour on one occasion imitating sexual intercourse behind a teaching assistant whilst she bent forward to pick up an object from the floor. The index offence related to a younger pupil who Christopher had groomed leading to him obtaining intimate images of her and finally after several months to the contact offences.
Describe the cycle of events, and behaviours that precede and follow an episode of seriously harmful offending. What do we know about the victim and their vulnerabilities?	Christopher initially met his victim during the lunch period at Radley Court School. Christopher had returned to school after a period of absence and had been particularly disruptive during the course of that week. He had been sanctioned for disruptive behaviour in the classroom and for verbally abusing staff and other pupils. He reacted very badly when he was ejected from a classroom in front of his peers. The victim was a year 7 child with learning difficulties who is described by her teachers as immature and often withdrawn. She does not have a close circle of friends and lacks social skills.
Identify the relevance of the key factors contributing to the behaviour (i.e. pre-disposing, precipitating, perpetuating and protective factors).	Predisposing factors: Christopher has witnessed and possibly even a victim of domestic abuse from an early age. He has a diagnosis of ADHD. Precipitating Factors: Christopher may react badly to disciplinary measures in particular if witnessed by his peer group. Perpetuating Factors: Christopher has very few positive male role models within the home setting and has ADHD. Protective Factors: Support from maternal aunt and her older sons. Medication review recently for ADHD. Support from local YOT and Offender manager.

Provide a summary of the risk of serious harm in terms of the pattern, nature, seriousness, likelihood and imminence. Include a conclusion on the overall risk level.	The MAPPA risk assessment identifies that Christopher is a medium re-offending risk. All of the constituent elements of the index offence committed in Kent remain in place at this school. In particular this school caters for children with learning difficulties in all years, which may add to the risk of re-offending. The impact of Christopher re-offending is likely to be very high in terms of the consequences for the victim, Christopher and the reputation of this school. The risk may be reduced through intervention given by YOT, and the positive relationship that Christopher is forming with his older cousins.

RISK MANAGEMENT PLAN

Identify the Risk(s) to be Managed in this Plan (e.g. interpersonal violence, sexual violence, fire-setting, self-harm):

1. Risk of sexual violence to a pupil at this school.
2. Risks of sexual violence to a visiting pupil.
3. Risk of sexual or violent behaviour to a member of staff at this school.

MEASURES OF CHANGE

Early warning signs/ Behaviours to monitor:	Indicators of Positive change:
• Reluctance to take medication. • Truancy/poor attendance. • School gossip relating to friendship groups. • Evidence of forming friendships with vulnerable pupils. • Declining behaviour/attitude to school/staff. • Inappropriate comments/language/behaviour.	• Improved attendance at this school compared to Radley School. • Relationships built with individual staff at this school. • Improved grades compared to Radley School • Improved behaviour compared to Radley School. • Engagement in school activities & extra curricular activity.

Risk	Who is at risk	Risk rating (likelihood x consequence)	Control/Preventative measures	Residual Risk rating* (likelihood x consequence)	Management Plan		
					Owner	Target date	Completion date
Sexual Violence to pupil at this school	Younger female pupils – specifically vulnerable pupils.	6 (High risk) Occasional / High impact	Prevent association with potential victims. Lunch & break supervision. Reinforcement of education re healthy relationships.	3 Medium	Tutor All staff PHSE	Set date	Set date
Sexual violence to a visiting pupil or third party victim whilst offsite	Younger female pupils – specifically vulnerable pupils	3 (Med risk) Rare occurrence High Impact	Ensure no contact with visiting pupils. Specific 1:1 supervision where appropriate (offsite visits)	2 Low	Tutor/SMT Tutor	Set date	Set date
Risk of sexual or violent behaviour to a member of staff at this school	Female teachers	4 (Med risk) Occasional Med impact	Clear boundaries set by staff Immediate challenge of inappropriate behaviour. Regular visits to classes by behaviour officer if necessary	1 Low	All staff All staff Behaviour Officer	Set date	Set date

High	Common, regular or frequent occurrence.	**3**	**3 Med**	**6 High**	**9 High**
Medium	Occasional occurrence.	**2**	**2 Low**	**4 Med**	**6 High**
Low	Rare or improbable occurrence.	**1**	**1 Low**	**2 Low**	**3 Med**
Risk Matrix Likelihood X Consequence			**1**	**2**	**3**
			Minor	Serious	Major
			Low	Medium	High

Record the residual Risk Rating to demonstrate that the risk has been reduced to an acceptable level; record Likelihood and Consequence scores.

Risk Management Assessment & Plan completed by:		
Name	**Role**	**Date**
Kevin Jones	**Head of upper school & DSL**	**12 June 2017**

Risk Management Assessment & Plan authorised by:		
Name	**Role**	**Date**
Richard Smith	**Principal**	**12 June 2017**

Risk Assessment and Plan – Review		
Review Date	**Reason for Review**	**Significant Amendments**
3/10/17	**New Term**	**Information concerning progress made by YOT over school summer holiday.**

Appendix 4: Preventative/ Control Measures	P	A	I	Comment
Eliciting pupil view in planning and review				
Providing regular feedback and pastoral support to pupil				
Involving parent/carer in decision making and planning				
Involving outside agencies *(EWS, MAPPA, SSD, CAMHS, PYOP, Motiv8, YOT, Youth Service, etc.)*				
Establishing an individual plan				
Providing regular supervision to staff working with the pupil				
Adapting curriculum arrangements to reflect challenge, choice and structure levels which are appropriate to the pupil's assessed needs				
Adapting group arrangements to promote positive peer models and minimise movement and frustration				
Providing frequent rest or change of activity opportunities				
Establishing a positive teaching programme to increase the pupil's range of appropriate skills				
Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour				
Identifying the message communicated by the pupil's behaviour				
Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents.				
Providing staff support at difficult times, such as start of the day, changeover between lessons, break times, specific lessons				
Using 'de-brief' to systematically reviewing difficult incidents in order to improve upon practice and learn through experience				
Other proactive measures				

P = Currently in place
A = Currently being actionned
I = Felt to be inappropriate to the particular risks presented

Appendix 5: The Brook Sexual Behaviours Traffic Light Tool.

Also available as an online resource at (**https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool**)

This 'Traffic Light Tool' forms part of a resource designed to help professionals who work with children and young people to identify, assess and respond appropriately to sexual behaviours.

By identifying sexual behaviours as GREEN, AMBER or RED, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach. The normative list aims to increase understanding of healthy sexual development and distinguish it from harmful behaviour.

This tool must be used within the context of the guidance provided at www.brook.org.uk/traffic-lights and should not be used in isolation.

26/06/13 Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

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. Information and knowledge is constantly changing and users are strongly advised to check for updates at www.brook.org.uk/traffic-lights on a regular basis. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

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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

Expressing sexuality through sexual behaviour is natural, healthy and a part of growing up. Green behaviours provide an opportunity to positively reinforce appropriate behaviour, and to provide further information and support.

AGE 0-5 YRS
- 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

AGE 5-9 YRS
- 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

AGE 9-13 YRS
- Solitary masturbation
- Use of sexual language including swear and slang words
- Having girl/boyfriends who are of the same or opposite gender
- Interest in popular culture, e.g. fashion, music, media, online games, chatting online
- Need for privacy
- Consensual kissing, hugging, holding hands with peers

AGE 13-17 YRS
- 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 development. They may be:
- Unusual for that particular child or young person
- Of potential concern due to age or developmental differences
- Of potential concern due to activity type, frequency, duration or the context in which they occur

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

Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.

AGE 0-5 YRS

- 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

AGE 5-9 YRS
- 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

AGE 9-13 YRS
- 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

AGE 13-17 YRS
- 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
- Accessing exploitative or violent pornography

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

Red behaviours indicate a need for immediate intervention and action, though it is important to consider actions carefully.
Please refer to internal guidance or safeguarding frameworks to decide on the next steps to take or talk to a designated safeguarding lead.

AGE 0-5 YRS
- 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

AGE 5-9 YRS
- 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

AGE 9-13 YRS
- 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

AGE 13-17 YRS
- 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