**Risk management plan for Harmful Sexual Behaviour in an Education Setting**

Harmful Sexual Behaviour (HSB) is:

“Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult.” (Hackett, 2014).

This plan is intended as a guidance document and should be used in conjunction with all other relevant safeguarding policies and procedures for the setting. It is one tool to aid risk management. The HSB team can be contacted for further support and advice: hsbproject@norfolk.gov.uk

This plan should be completed following a meeting with all professionals working with the child or young person and their parents or carers. Where age appropriate, the child or young person should also be involved in the meeting.

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| Pupil Name: |  |
| DOB: |  |
| Children’s Services status: | CP/CIN/FSP/EHAP/No plan |
| SEN: | EHCP/SEN Support/No identified SEN |
| Other professionals involved with the child/family: | Name  | Role | Organisation |
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| Any specific safety and well-being concerns/learning needs |  |
| Date of initial risk management plan |  |
| Details of the incident/behaviours that have led to this risk management plan. | *Describe the types of behaviour or language observed, when and where it has happened, details of others involved, response of the child/young person when behaviour was addressed, response of parents/carers when behaviour was reported to them.* |
| Overview of any other behaviour concerns: | *Any use of violence, loss of control, problems in relationships, disruptive behaviour.* |
| What are the concerns: | *Evidence: What are the specific HSB behaviours of concern and what are the concerns about risk? Use the Brook Traffic Light model and/or Hackett Continuum and consider the key questions from HSB identification training.* |
| Who could be harmed and how? | *Evidence: Are there specific concerns about age groups, gender, vulnerable children/people?* |
| Record any known triggers for the behaviour: | *E.g. particular lessons, activities, times of day, peers, staff, activity outside of school etc.* |
| Record strategies to reduce or manage triggers. | *E.g. Additional supervision or support, child identifying triggers and having Avoid, Control, Escape strategy, specific adults CYP can make contact with etc.* |
| Record any risky locations identified. | *E.g. Toilets, changing rooms, unsupervised areas of the school etc.* |
| Record strategies to minimise risk in identified location. | *E.g. Use of different facilities, higher level of supervision, no go areas* |
| Record any risky activities including use of technology. | *E.g. school trips, sports lessons, use of internet, computers, phones etc.* |
| Record strategies to minimise risk in identified activities. | *E.g. Supervision, separate changing/rooms, monitoring of or removal of access to personal and school devices during school hours etc.* |
| Record transport arrangements to and from school and associated risks |  |
| Strategies to manage transport arrangement risks | *E.g. Who is responsible for supervision during these times, is there an appropriate person available to manage risk and supervise etc.* |
| Record the child or young person’s strengths.  | *Where desistance from behaviour is noticed, positive relationships the child has in school, activities/lessons the child enjoys and engages in, positive attributes, skills, values etc.* |
| Individual work to be undertaken with child or young person in school or already agreed with other professionals to support them in making changes to their HSB |  |
| Referrals for external support | *Include name of agency, support being sought and who will make the referral.* |
| Views of other agencies working with CYP |  |
| Review – how will you assess whether the level of risk has changed (decrease or increase)? What does the child need to work towards achieving/avoiding? | *E.g. Change in the child’s attitudes about their behaviour, change in child or young person’s approach to others, change in number and type of behavioural incidents of HSB etc.* |
| Review frequency: | *when first implemented you should agree frequency of review as more frequent and this should be weekly to begin with and frequency is then reviewed regularly and when agreement is reached. There should be an end date of actions and any harm reduction put in place and you should reach a point of no harm or risk or due a change of circumstance & end this plan.*  |
| Date of next planned review: |  |
| Who needs to know about this plan? Who will share it with them? |  |

**The Risk Management Plan:**

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| **Activity/Hazard (in the school day)**  | **Risk Level *(high, med, low)*** | **Control *(strategy to be used)***  | **Reduction of risk/harm *(evidence of)***  | **Re-rated Risk Level**  | **Risk Eliminated: E or****Reduced: R** | **Additional Controls & include any strengths**  | **Responsibility** | **Amendments after implementation**  | **Review** **Agree frequency\*****Record outcomes** |
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**Amendments to the physical environment/other changes to accommodate risk:**

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| **Activity/Hazard (in the school day)**  | **Risk Level *(high, med, low)*** | **Control *(strategy to be used)***  | **Reduction of risk/harm *(evidence of)***  | **Re-rated Risk Level**  | **Risk Eliminated: E or****Reduced: R** | **Additional Controls & include any strengths** | ***Responsibility*** | **Amendments after implementation**  | **Review****Agree frequency\*****Record outcomes** |
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**The following staff have levels of access to read and agreed:**

**\*Access level. 1- full access to records and the risk assessment 2- access to risk assessment only 3- access to enough information to assist & manage with monitoring and supervision and this may be verbal only e.g. the lunch time supervisor, the volunteer.**

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| **STAFF NAME** | **POSITION** | **DATE** | **ACCESS LEVEL\*** | **SIGNED** |
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**Risk Management Plan agreed by:**

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| **NAME** | **POSITION** | **DATE** | **SIGNED** |
|  | Headteacher |  |  |
|  | Designated Safeguarding Lead |  |  |
|  | Child |  |  |
|  | Parents/carers |  |  |
|  | Other agencies |  |  |

**Useful links and documents:**

[Keeping Children Safe In Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) DfE, 2023

[Resources from the Norfolk Safeguarding Children Partnership](https://www.norfolklscb.org/?s=harmful+sexual+behaviour)

HSB training module on [My School](https://csapps.norfolk.gov.uk/ms/)

[Resources from the Norfolk County Council HSB Team website](https://www.norfolk.gov.uk/safety/harmful-sexual-behaviour-in-children-and-young-people)

[HSB Team multi-agency training via S4S Norfolk](https://s4s.norfolk.gov.uk/Training)

[Hackett Continuum](https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour/understanding), Understanding sexualised behaviour in children, NSPCC