

Annex C: Responding to harmful sexual behaviours and sexual harassment

ASSESSMENT MATRIX

This is an assessment of severity and is intended to help settings determine their response to incidents of harmful sexual behaviours and sexual harassment in an educational setting. Incidents that occur where all parties have given informed consent, whilst it may still be inappropriate for an educational setting, may not fall under this remit and the school response would be via their safeguarding policy.

Where there is an immediate significant risk to the child an immediate referral must be made to the Police/Children's Services. If the behaviour is a sexual offence or crime this must be reported to the Police and a referral made to Children's Services.

When a situation involving sexual harassment occurs, the first step will be to use the **Brook Traffic Light Tool** for the identification of behaviours. School should ensure that staff have received the latest training on the use of this system.

Once the behaviours have been identified the assessment matrix below can be completed. Whilst doing so please consider the following:

- The age of the pupil or pupils involved.
- The level of understanding of the pupil or pupils involved – including any SEND the pupils may have that might impact their behaviour and understanding.
- The cultural background and any home circumstances of the pupil involved

n.b. Children under the age of 13 cannot give consent.

The above points are not intended to condone or excuse sexual harassment but to provide an understanding and context of the behaviours and therefore inform subsequent responses.

		Y	N	N/A
1	Did the pupil ask consent before the act?	0	1	0
2	If yes, was consent given?	0	2	0
2a	Did all parties involved have a clear understanding and have the ability to give informed consent? (consider age, level of understanding, SEND etc)	0	2	0
3	Did the pupil cease the behaviour when asked or signalled to stop?	0	2	0
4	Was the behaviour indirect harassment i.e. not aimed at a specific individual or group of individuals? E.g. Using misogynistic language in public	1	0	0
5	Is there a victim (or victims) of the behaviour?	2	0	0

5a	If yes, was the victim selected specifically (as opposed to opportunistically)?	1	0	0
6	Was the incident premeditated? E.g. had the pupil said to others that they were going to do this	2	0	0
7	Was the behaviour in a public forum? E.g. in front of peers/in a group situation/visible on social media	1	0	0
8	Was this a pattern of group behaviour i.e. other members of the group are actively involved? E.g. exchanging inappropriate photos/pornography	1	0	0
9	Was the behaviour of the pupil to benefit a group? E.g. putting on a show for their friends/trying to fit in/'just having a laugh'	1	0	0
10	Was the behaviour spontaneous/opportunistic?	1	0	0
11	Was this 'sensory seeking' behaviour?	1	0	0
12	Was the motivation for the behaviour sexual gratification?	1	0	0
13	Was the motivation for the behaviour to exert power or control?	2	0	0
14	Was the behaviour intended to cause harm/intimidate/distress? E.g. name calling, humiliation, sexual references	2	0	0
15	Did the behaviour involve an element of threat, coercion or manipulation?	2	0	0
16	Have these behaviours been happening over a period of time (either with the same individual or with multiple individuals)? I.e. not an isolated incident	1	0	0
17	Have these behaviours been reported previously?	2	0	0
17a	If yes, has this behaviour been addressed with the pupil previously? (Please provide details in comment boxes at end of matrix)	3	0	0
18	Was the pupil who committed the act a victim of others/under coercion from others?	2	0	0
19	Are the pupils involved in an existing 'romantic relationship'? (secondary age pupils only)	0	1	0
20	Is there a history of conflict between the pupils involved?	1	0	0
21	Is the behaviour between pupils of similar ages/levels of understanding	0	3	0
22	Did the pupil cooperate with the school investigation?	0	1	0
23	Does the pupil understand that this behaviour is inappropriate?	2	0	0
24	Did the victim understand that the behaviour was inappropriate?	0	1	0
25	Has the pupil shown remorse /distress/regret about their actions or the incident?	0	1	0

FURTHER CONSIDERATIONS

If answered yes to 17a, please provide details of what action was taken to address the previous behavioural concerns:

Recognising that pupils under 13 years of age are not able to give consent. Please give consideration given to age, level of understanding and SEND of all pupils involved:

Please give consideration to the pupil's cultural background and home circumstances that might impact on behaviour:

Score and guidance:

Settings should consider any strategic level changes that might need to be implemented, for example; is the curriculum fit for purpose? Has this incident exposed any training needs within the staff or school as a whole? Are appropriate behaviours, language and approaches being modelled throughout the setting?

0 – 16 low: Setting should consider interventions and education to prevent future incidents. The Lincolnshire Stay Safe Partnerships offers workshops and resources for both primary and secondary age children that can be accessed to support the development of more acceptable and appropriate peer: peer relationships. Emphasis should be on education rather than sanction. Setting should consider if a referral to Children's Services would be appropriate.

17 – 24 Medium Setting should consider direct intervention with the pupils involved to ensure support is in place to enable the pupil to address inappropriate behaviours and develop positive peer: peer relationships. The Lincolnshire Stay Safe Partnerships offers workshops and resources for both primary and secondary age children that can be accessed by the setting. It may be necessary to put in place a risk assessment to mitigate any future incidents and protect other members of the school community, and a referral to Children's Services might also be appropriate. Where there are repeated incidents of concern and/or patterns of behaviour consultation must be undertaken with the CSC. Consideration should also be given to providing support through a pastoral support plan (PSP).

25 + High Setting should take immediate mitigating actions to protect other members of the school/wider community. A comprehensive risk assessment should be developed and implemented

and a referral to Children's Services would also be appropriate. Where there are repeated incidents of concern and/or patterns of behaviour consultation must be undertaken with the CSC. Setting should consider opening a pastoral support plan to ensure interventions are in place to mitigate risk, and that strategies and support is established to address the inappropriate behaviours and develop positive peer:peer relationships. The Lincolnshire Stay Safe Partnerships offers workshops and resources for both primary and secondary age children that can be accessed by the setting.