

Annex D: risk assessment – sexualised behaviour

This risk assessment has been produced in response to an incident involving a pupil presenting with inappropriate sexualised behaviour, or sexually harassing behaviour. It should be completed to inform the level of support and interventions required to provide the pupil with ongoing support to ensure their continued access to taught education, and to reduce the risk of harm to others. This risk assessment should be completed following the identification of behaviours using the Brook Traffic Light system, and in conjunction with the assessment of severity matrix.

Aim of this risk assessment

- To assess the risk that named pupil might pose to members of the school community
- To support the development of interventions and support for the pupil to mitigate future incidents
- To enable the development of an effective safety plan to reduce and manage any risk identified
- To ensure the continued reputation of the school as a safe community of learners
- To assess the risk which might be present in a new school community (e.g. for managed move/PX)

Note: - every assessment is individual and is completed to reflect the circumstances of the individual pupil and the environment of each educational setting. Assessments are living documents to provide a management tool and must be regularly reviewed, updated and arrangements for disseminating to school staff should be in place.

When completing the following sections, it is advised that thought is given to the following - the journey to school, arrival in and leaving school, moving around school, during lessons, practical activities/lessons, unstructured time. A separate risk assessment may be required for time outside of the usual school environment e.g. trips, off site activities.

In any situation where a pupil has presented with inappropriate sexualised behaviour or sexually harassing behaviour, or there are grounds to believe pupil has been involved in such behaviour the school should follow their published safeguarding policy, schools must also offer EHA to the family to ensure the wider needs for the pupil are supported. Schools should also seek to address the underlying reasons which lead to the behaviour and educate the pupil to mitigate the risk to the pupil and others and promote positive peer:peer relationships

To promote the long term welfare of the pupil and others schools should develop a PSP for the pupil and this should include interventions relevant to the presenting behaviours and support to develop appropriate behaviours. Consideration should also be given to schemes which

build self-esteem, reduce anxiety, promote positive choices, manage conflict/relationships as appropriate. The PRT can advise school on the development of the PSP.

The following risk assessment exemplar is intended as a guide and schools must adapt and amend this to reflect their own situation, the circumstances of the unwanted behaviour and the individual pupil including any SEND or disability they may have.

Reason for Risk Assessment

Example: Pupil had a number of inappropriate sexually explicit images on their phone downloaded from the internet. This was reported to staff by other pupils who Pupil X had approached and offered to share the images with them. Pupil was challenged and denied possession, but a search of their bag/phone resulted in the recovery of the phone and images and a pornographic magazine.

Example: Pupil has been reported by peers as leering over them, deliberately touching them when in close proximity using lewd and offensive language making highly personal remarks about their bodies.

Example: Pupil is non-verbal and has a propensity to touch and stroke others as a means of communication, frequently when seeking comfort or contact from others, whilst not overtly sexual in nature this can involve unwanted physical contact.

Details of any Special Needs or Disability which must be considered in completing this plan

Example: Pupil is under investigation for ASD. They struggle to understand social situations and can misread social cues and respond inappropriately to typical peer behaviours and this has informed the plan.

Example: Pupil has global development delay and very limited language. Pupil seeks contact from adults and peers by initiating physical contact such as caressing hands, stroking hair, holding hands, leaning on or over others or trying to sit on or very close to others.

Summary of situation history

Example: Pupil is a Y5 girl who struggles to maintain positive friendship groups and can become overly possessive and controlling of one or two 'friends'. She has very little understanding of personal space and appears to seek physical contact with peers sitting very close to them, leaning on them, hugging them. This appears to be motivated by the desire for friendship.

Example: Y10 pupil recently arrived in UK has found it a challenge to respond appropriately to societal norms. Shows no respect or regard for female staff or pupils, uses inappropriate and degrading language towards and in front of females, uses vulgar sexualised terms, does not acknowledge female authority in any context- lunch time staff or Ass HT, laughs at them when challenged. Has been reported as being controlling towards female peers.

Example: Y8 pupil appears more mature than their peers and has been in a physical relationship with another Y8 pupil. Has shared inappropriate photos of this peer with friends, has requested other images from other peers, has used intimidation and threats to share the images again or upload onto social media.

Example: Y6 pupil with significant SEND, non-verbal and highly tactile, frequently seeks physical contact with peers and adults alike. Particularly difficult to address for staff who have to support pupil in close contact, for example, when helping to dress them, assisting with toileting and washing.

School and academy context (for example - small and, or large primary or secondary site, separate year hubs, pupils move between school sites, small enclosed playground)

Example: XXXX is a large secondary setting – Many pupils walk to school from the local area and further cohort are bussed in from the surrounding communities the school transport is shared between this setting and the local grammar school. The site is made up with some old traditional buildings and a newer modern teaching block. Senior staff and school support staff are based in a building separate from the teaching blocks.

Example: XXXX is a specialist school for pupils with Additional Needs, all pupils have EHCP a high % of pupils are immobile and dependent upon adults for care throughout the school day. Some pupils are unable to communicate or vocalise their emotions. A High staff ratio is needed across the setting

Example: XXXX is a busy rural primary school many pupils are bussed in from surrounding communities, site is a mixture of old traditional buildings and newer blocks including two porta cabins. Class toilets can be some distance from classroom. School has limited space for break out rooms.

Key: Head – Headteacher xxxxx, DH – Deputy Head: xxxxxxx, AHT – Assistant Head Teacher : xxxxxxx, HoY – Head of Year: xxxxxx, T – Tutor: xxxxxxxx, LM – Learning Mentor: xxxxxxxx

| | Risk or Potential Risk Identified | Who is at risk (Pupil, peers, staff, public, age, gender) | How often is risk present (Hourly, daily, weekly, occasionally, rarely) | Degree or level of risk (High, medium, low) | Intervention and management of risk (These are examples and are not an exhaustive list. Schools must identify own strategies to mitigate risk according to individual circumstances.) | Review is this working (Yes, no, Partially) |
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| Generic interventions | <p>Examples: Risk of inappropriate language, gestures and opportunistic contact with peers (e.g. brushing up against peers on stairwell/corridors/doorways)</p> <p>Pupil has shared inappropriate photos with peers</p> <p>Pupil has taken photos of peers (upskirting/ toilet cubicles)</p> | Female Pupils Younger in age | Daily | Med | <p>Examples:</p> <ul style="list-style-type: none"> • Provide direct work on appropriate behaviour peer:peer relationships (such work to be delivered appropriate to age/ability and understanding) • Provide Mentor • Daily -check in- check-up - check out with designated staff • Referral to additional support CAMHS/Healthy Minds/BOSS • PSP • Restorative Work • Opportunity for re- learning to allow time for processing and repeat sessions as necessary to embed and consolidate learning • Home to school contact • Pupil will not have mobile phone in school • EHA offered to family | |
| Journey to or from school | <p>Examples: Pupil uses school bus with no adult supervision on transport. Students are in close proximity on the school transport – with limited opportunity for potential</p> | Female Pupils Younger in age | Twice each day | High | <p>Examples:</p> <ul style="list-style-type: none"> • Parent to bring pupil to school • Pupil not to have access to mobile phone • Use of mobile phone is restricted to calls/messages only | |

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| | <p>victim to avoid or distance themselves</p> <p>Risk of escalation on school transport if peers challenge negative behaviours or respond disproportionately to Pupil X behaviours</p> <p>Pupil travels a long distance to special school pupil can become unsettled during the journey and may seek sensory comfort by inappropriate touching of themselves or others in close proximity</p> | | | | <ul style="list-style-type: none"> • Pupil to sit in front seat of bus close to driver • Prefect to wait/sit with pupil at school bus stop/on school bus • Pupil to use different route to school • Work to be undertaken with pupil on feeling safe, being safe, keeping themselves safe • Provide direct work on appropriate behaviour peer relationships • Daily -check in- check up - check out with designated staff • If pupil does not arrive in school phone call home immediately • Parents to contact school if pupil seems distressed or agitated before school or if not attending school • Transport Escort to sit close to pupil • Pupil to be provided with comforter/fiddle toy/transitional item for journeys • Transport Escort to be trained to respond appropriately, use of calm voice, clearly stating 'NO', use of Makaton, consistent boundaries being enforced | |

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| Arrival and departure school site | <p>Examples:</p> <p>Lots of pupils arriving via one small entrance this can be busy with a risk of opportunistic physical contact</p> <p>Pupils arrive in waves as school busses drop off - pupils can arrive early before school building is open and pupils wait around the playground in friendship groups/mingling Risk of inappropriate language gestures and opportunistic contact with peers</p> <p>Pupils access school via a number of gateways - staff on main gate only risk of physical contact - difficult to supervise</p> <p>Many pupils possess mobile phones and these are evident and used at these times</p> | Female Pupils Younger in age | Twice a day | Med | <p>Examples:</p> <ul style="list-style-type: none"> • Pupil reports immediately to reception /designated place (does not wait with peers outside school building) • Pupil enter by specific doorway • Pupil arrival time/leaving time is staggered from peers • Pupil leaves mobile phone with reception/HOY and collects at end of day • Pupil escorted to and from perimeter by staff • Pupil escorted to/collected by parent • No arrival - If pupil does not arrive in school/registration - school will immediately call home to advise • Parents to contact school if pupil seems distressed/agitated before school or if not attending school | |

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| Moving around school | <p>Examples: Transition between lessons is busy – high concentration of pupils in confined spaces difficult to maintain supervision Risk of inappropriate language, gestures and opportunistic contact with peers</p> <p>Pupil class is based in portacabin – some distance from the main building. Pupil needs to leave area to access toilets in main building. Risk that Pupil is out of direct supervision by staff</p> | Female Pupils Younger in age | Very high frequency each day | Med | <p>Examples:</p> <ul style="list-style-type: none"> • Pupil arrival/departure from lessons staggered. • TA to meet pupil between (all /some /identified times) and walk with them to next lesson. • Pupil timetable to be restructured to minimise movement. • Pupil timetable to be reduced to minimise impact • Early warning plan - if pupil fails to show for next planned lesson tutor to raise alarm with HOY/Pastoral and immediate search to identify whereabouts | |

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| During lessons generally | <p>Examples: Risks arising from use of or access to routine classroom equipment.</p> <p>Pupil class is based in portacabin – some distance from the main building - availability of additional staff to help respond to any incident of negative behaviour or concern are not quickly accessible.</p> | Female staff/pupils | Very high frequency Several times a day | Low | <p>Examples:</p> <ul style="list-style-type: none"> • Seating plan - Close to staff member/visible to staff member • Sit with positive Male peers • Move/change classes or classrooms • Sit close to door to allow easy exit if becomes agitated/distressed • Use of a code word to allow for discrete removal/departure from lesson • Pupils leaving class to visit toilet are allocated a window of time following which alarm will be raised • Only one pupil to visit toilet at any time | |
| During specific lessons (for example, science lessons, RE, PSHE) | <p>Examples: During Biology lessons pupil becomes agitated overly stimulated by lessons involving reproduction (not specifically human reproduction)</p> | Female staff/pupils | 5-8 times a week | Med | <p>Examples:</p> <ul style="list-style-type: none"> • Additional TA support in all high-risk lessons • Removal from high-risk lessons | |

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| | <p>In PHSE pupil very vocal and challenging of subject matter uses this opportunity to forcefully vocalise misogynistic views</p> <p>Group work/ working in pairs on some project work creates risk of unwelcome opportunistic physical contact</p> | | | | <ul style="list-style-type: none"> • Additional 1:1 Time with staff member to review and revisit class safety routines • Pupil given opportunity to complete practical work at lunchtime/twilight time with enhanced staffing • Staff manage paired work /small group work to minimise physical contact between peers. Identify a suitable peer for pupil to be linked with i.e. same gender • Build in 1:1 preparation/debrief sessions for lessons where risk is high eg human biology, Equal opportunities etc to set out boundaries and guidance for pupil prior to the session | |
| <p>Lunch times</p> <p>For pupils with significant SEND needs please see section on 'direct personal care'</p> | <p>Examples: Large noisy dining hall majority of pupils queue for hot meal some bring packed lunch and eat in dining hall. Risk of inappropriate language, gestures and opportunistic contact with peers</p> | <p>Female Pupils Younger in age</p> <p>Female staff including lunch time supervisors</p> | <p>50 Min Every day</p> | <p>Med</p> | <p>Examples:</p> <ul style="list-style-type: none"> • Provide packed lunch so no cutlery required • Pupil to eat lunch in designated seat • Staff member to be on designated table • Staff member to supervise al cutlery put in bins after meal • Increase staff Ratio around the meal time for pupil X | |

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| | <p>Small dining hall -pupils access this on a staggered basis no facilities for separate tables for packed lunches or small groups Risk of inappropriate language, gestures and opportunistic contact with peers</p> <p>School site cramped we do not have any room for a personalised /safe space to eat or for withdrawal</p> <p>Pupil has limited fine motor skills and requires support to manage mealtimes, feeding, etc Following meal times pupil requires help to freshen up /wipe mouth wash hands etc</p> | Any peer due to opportunistic behaviour | | | <ul style="list-style-type: none"> • Pupil to have queue jump card • Pupil to leave final am lesson 5 mins early to enable access to Lunch while canteen/hall is quiet • Pupil will not leave site at lunch time • Pupil to go home at lunch times (with appropriate adult supervision) **Where pupil has left school site repeat morning risk management steps | |
| Break times | <p>Examples: Playground is large and includes trees and shrubbery which create pockets of screening and poor visibility. Twigs/ sticks are readily accessible</p> | <p>Female Pupils Younger in age</p> <p>Any peer opportunistic behaviour</p> | Twice per day | High | <p>Examples:</p> <ul style="list-style-type: none"> • Pupil to stay in at lunch with TA and possibly a couple of peers • Pupil to be supported to attend extracurricular sessions during break times (games club, Craft Club, Choir) • Pupil to use a designated area of playground only | |

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| | <p>Risk of inappropriate language gestures and opportunistic contact with peers</p> <p>School playground is small bounded by high walls, concentration of children in confined space. Can be high levels of noise and bustle. Risk of inappropriate language, gestures and opportunistic contact with peers</p> | | | | <ul style="list-style-type: none"> • Pupil to wear sash/arm band to make identification easier to duty staff • Pupil to spend play time in library/SEN support • Pupil to have a safe space to go if feeling anxious/agitated • Pupil to have a designated member of staff to report to/go to • Playground staffing levels to be enhanced to ensure supervision • Playtimes to be 'structured' by staff to promote social learning opportunities and increased supervision • Use of break times to deliver bespoke interventions • Pupil not to leave site at break times • Give pupil 'responsibilities' at break to structure their free time constructively | |
| <p>Use of toilet facilities – changing rooms</p> <p>For pupils with significant SEND needs please see</p> | <p>Examples: Pupil has used this environment with minimal adult supervision to make unwelcome physical contact with peers.</p> <p>Pupil can use toilet cubical to create a private unsupervised</p> | Male pupils of all ages | 4- 5 times per day | High | <p>Examples:</p> <ul style="list-style-type: none"> • Pupil to use separate changing room for PE (disabled toilet) • Pupil to use designated toilet at all times not communal facilities • Timetable fixed toilet breaks for pupil • If pupil leave class for toilet break this is timed and not returning in agreed time triggers early warning by tutor to | |

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| section on 'direct personal care' | space for the purpose of using mobile phone | | | | <p>HOY/Pastoral who will immediately initiate search procedure</p> <ul style="list-style-type: none"> • Pupil phone handed in to teacher at each lesson/Reception each morning | |
| Areas of school with increased risk low visibility zones | <p>Examples: Risk of inappropriate language, gestures and opportunistic contact with peers</p> | <p>Female Pupils Younger in age</p> <p>Any peer opportunistic behaviour</p> | Daily | Med | <p>Examples:</p> <ul style="list-style-type: none"> • Pupil movement around school restricted • Pupil monitored during unstructured times. • Staff regularly sweep identified areas at break times | |
| Peer Relations | <p>Examples: Pupil makes friendships quickly and can become very overly attached to one friend and distressed if the other pupil plays with others</p> <p>Use of inappropriate language, gestures and opportunistic contact with peers creates potential for peer:peer conflict</p> <p>Use of inappropriate language, gestures and opportunistic contact with peers creates</p> | <p>Female Pupils Younger in age</p> <p>Any peer opportunistic behaviour</p> | Daily | Med | <p>Examples:</p> <ul style="list-style-type: none"> • Identify positive/ negative peer relationships • Deliver bespoke interventions • Check in - check up – check out with TA arrival lunch and end of day. • Review timetable class grouping/seating to reduce conflict • Provide pupil with a Positive buddy • Address any Bullying situations • Circle of Friends • Restorative work between peers • Social stories to support relationships • Kids Skills work to build emotional resilience | |

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| | <p>potential for pupils to be exposed to and subject to harassment and/or inappropriate sexualised behaviours</p> <p>Pupil experiences perceived bullying – hypersensitive to the comments of other pupils</p> <p>Pupil experiences lots of peer pressure from other pupils who encourage negative behaviour</p> <p>Pupil has built up animosity amongst peers and is at risk of retaliation</p> <p>Pupil has rapid mood swings and in agitated state can be unpredictable</p> <p>Pupil experienced heightened reaction to negative peer comments</p> | | | | <ul style="list-style-type: none"> • Structure group work/social activities to build social skills and develop friendship • Provide Mentor • Give pupil named adult to access for any concerns or worries about relationships • Identify safe space/haven if pupil agitated /upset/angry | |

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| Home | <p>Examples: Parents report Pupil has used sexually offensive language towards family members/neighbours</p> <p>Parents advise the pupil has unsupervised access to a mobile phone, lap top and internet access at home</p> | <p>Female friends/ neighbours relations Younger in age</p> <p>Any opportunistic behaviour</p> | Daily | Med | <p>Examples:</p> <ul style="list-style-type: none"> • Parent to update school if any recent incidents or if pupil distressed /upset • Weekly/daily phone calls home to update parent /check in /share info • Parent to do search at home each week/day of pupil internet usage • Parents ensure IT systems have child lock • Parents will disconnect internet at 9pm • Parents will oversee and manage access and phone usage | |
| Providing direct personal care | <p>Examples: Pupil has significant SEND needs and this necessitates staff support for personal care e.g. attending the toilet washing themselves, mealtimes, assisting with putting clothes on/off, coats, shoes etc moving and handling</p> <p>Risks are pupil will hold staff hand stroke their faces or hair</p> | <p>Staff who are delivering close physical care to the pupil</p> <p>Peers who may be sitting close to pupil</p> | 5-6 times a day | High | <p>Examples:</p> <ul style="list-style-type: none"> • Pupil will always be supported by two staff members when close physical contact is needed • All close physical contact will be undertaken in the hygiene room or in the classroom • All Staff undertaking close physical contact with X will have received appropriate training • Staff will ensure that if Pupils is in heightened state of anxiety or arousal this will be address and de-escalated | |

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| | sniff hair try to lick staff, try to touch them inappropriately | | | | <p>before any close physical contact is made</p> <ul style="list-style-type: none"> • Pupil will be given their 'comfort' item or soft ball/fiddle toy to hold during close physical contact • Pupil will receive clear 'No ' message from staff both verbally and in makaton • Staff will use agreed script when providing close physical contact • Staff will wear Staff uniform /clothing with no buttons/ ties/bows/ribbons which could be grabbed or become entangled. • Staff Lanyards will all have quick release catch • Classroom will always be staffed with minimum of 2 adults at all times • Careful consideration will be given to seating of peers • Pupil should be escorted and supervised at all times when they leave the classroom | |

How will this be disseminated to the school staff?

Examples: Morning briefings, school notices, staff training, form tutor/house notices

Which member of staff will be responsible for disseminating this?

Headteacher, SENCO, pastoral lead etc

How we will know if this is working

Examples: Number of reported incidents will decline, pupil will cease behaviours, pupil will be able to initiate contact with peers in socially acceptable way, pupil's friendship group repaired, rebuilt extended, pupil reports feeling happier, no concerns raised by staff or others.

Risk assessment completed by:

Who contributed to the assessment:

Date:

Date for review:

This risk assessment is an active document and is the result of discussions with relevant parties. The school is committed to safeguarding ***** (Pupil's name) interests and this risk assessment will be reviewed and amended following any concerning incident, change of circumstances and/or developments and as a routine on a half termly basis to ensure it remains valid and fit for purpose.