

# **The six R's of managing harmful sexual behavior in schools**

**LUCY  
FAITHFULL  
FOUNDATION**

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# Learning objectives

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Gain an overview of LFF's services and the Everyone's Safer project



Explore the 6 Rs model of managing harmful sexual behaviour



We listen.

We research. We innovate.

We intervene.

We talk, we share, we support.

We do everything we can to  
stop child sexual abuse.

**BEFORE IT HAPPENS.**

# LFF's services

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Helpline – call backs, websites



Assessments, interventions  
and expert consultancy



Children and Young People:  
A&I, Shore, Inform YP, schools



Programmes: Inform Plus,  
Engage Plus, Inform



Advocacy, comms & campaigns



Scotland



Wales



Training



Research & international work

# LFF's work with young people

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Assessments, interventions and expert consultancy



Delivering training



Inform Young People Programme



Shore website and chat service



Research and development projects e.g. Everyone's Safer



## Everyone's Safer

Harmful sexual behaviour  
in schools:  
supporting effective  
leadership responses

# Defining harmful sexual behaviour

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What does 'harmful sexual behaviour' mean **to** you?

What does 'harmful sexual behaviour' mean **for** you?

# Defining harmful sexual behaviour

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## Harmful sexual behaviour (HSB)

is a term used to describe sexual actions that are outside what is safe for the young person's stage of development. HSB includes actions that put either the young person **themselves**, or **another person**, at harm. This can include a **spectrum** of behaviour such as; using inappropriate language, undertaking mutual sexual activity they are not ready for with peers or sexually violent behaviour.

## Technology-assisted harmful sexual behaviour

"One or more children engaging in **sexual discussions or acts** – using the internet or any image-creating or sharing or communication device – which is considered **inappropriate** or **harmful** given their **age** and **stage of development**. This behaviour falls on a **continuum** of severity, from use of pornography to online child sexual abuse."

(NSPCC, 2017)





# Continuum of sexual behaviour (Hackett, 2010)

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"><li>• Developmentally expected</li><li>• Socially acceptable</li><li>• Consensual, mutual, reciprocal</li><li>• Shared decision making</li></ul>	<ul style="list-style-type: none"><li>• Single instances of inappropriate sexual behaviour</li><li>• Socially acceptable behaviour within peer group</li><li>• Context for behaviour may be inappropriate</li><li>• Generally consensual and reciprocal</li></ul>	<ul style="list-style-type: none"><li>• Problematic and concerning behaviours</li><li>• Developmentally unusual and socially unexpected</li><li>• No overt elements of victimisation</li><li>• Consent issues may be unclear</li><li>• May lack reciprocity or equal power</li><li>• May include levels of compulsivity</li></ul>	<ul style="list-style-type: none"><li>• Victimising intent or outcome</li><li>• Includes misuse of power</li><li>• Coercion and force to ensure victim compliance</li><li>• Intrusive</li><li>• Informed consent lacking, or not able to be freely given by victim</li><li>• May include elements of expressive violence</li></ul>	<ul style="list-style-type: none"><li>• Physically violent sexual abuse</li><li>• Highly intrusive</li><li>• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator</li><li>• Sadism</li></ul>

# Harmful sexual behaviour in schools

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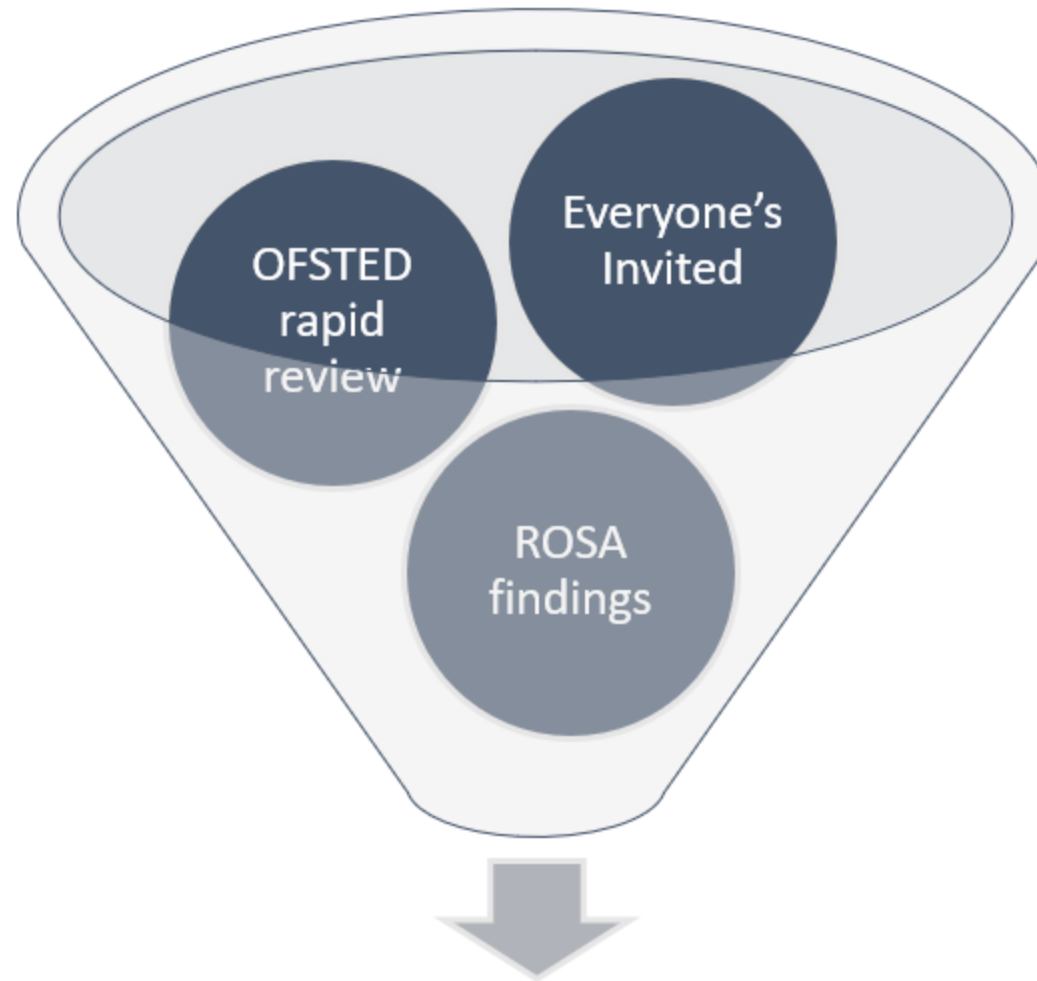
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Everyone's Invited is a safe  
place for survivors to share  
their stories completely  
anonymously

# The need for our research

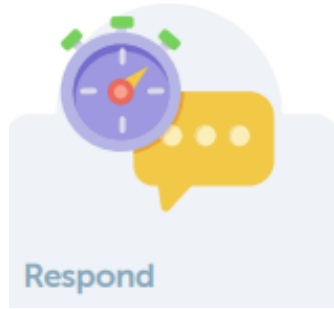
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## Everyone's Safer project

# Project aims

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For schools to respond well when a harmful sexual behaviour incident occurs



For project evidence and insights to influence education and government strategy



To make schools safer places for young people by preventing harmful sexual behaviour

# Project design

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Recruit 10 secondary schools per year – 30 in total



Collaborate with partnership organisations to deliver tailored programmes



Use baseline measures to collect pre- and post- intervention data



Establish support mechanisms for schools outside the scope of the research



Conduct initial visits with staff and students to identify key issues



Create new resources for students, staff and parents



Develop engagement plans to deliver bespoke packages of interventions in each school



Build relationships with key stakeholders to disseminate our learning

# What teachers told us...Year One

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## **'Toxic trio'**

- consent
- images
- pornography

**Concerns for students with additional needs**

**Systems are broken**

## **Relationships & Sex Education:**

- key to prevention
- varying levels of confidence & skill
- consistent messages, inconsistent impact



# What students told us...Year One

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## Relationships & Sex Education:

- value depends on teacher
- we need skills, not rules
- talk with us, not at us

We really care about HSB and need to be part of the solution

Reporting systems matter: we won't use them if we don't trust them



# Findings from Year Two

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## Safeguarding the safeguarders

- training
- supervision & CPD
- emotional impact

## Ad hoc support 140+ schools

- safety planning
- whole-school approach
- multi-agency working

## Working with parents

- sharing positive, consistent messages
- engaging creatively
- supporting parents to support their children

## Using PSHE to prevent HSB:

- what works?
- curriculum content/resources
- who & how to teach?



# Promising practice

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- ✓ protective behaviours: a personal safety approach which empowers students to know what to do when they don't feel safe
- ✓ participatory PSHE: active, student-led, skills-based curriculum
- ✓ bystander education: teaching students if and how it is safe to intervene in problematic situations

# Recommendations

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## Used evidence base to respond to DfE consultations: KCSIE & RSHE guidance

### **Safeguarders are safeguarded by:**

Recommendation 1: Providing sufficient time, training and support to DSLs

Recommendation 2: Developing the workforce to fulfil preventative, responsive and remedial

safeguarding around HSB Recommendation 3: Maximising multi-agency safeguarding relationships using relationship-based practice

### **RSHE content and pedagogy is enhanced by:**

Recommendation 4: Moving towards a 'tools not rules' approach

Recommendation 5: Using principles from the 'Real Respect' programme as an example of 'the what' and 'the how' of effective RSHE

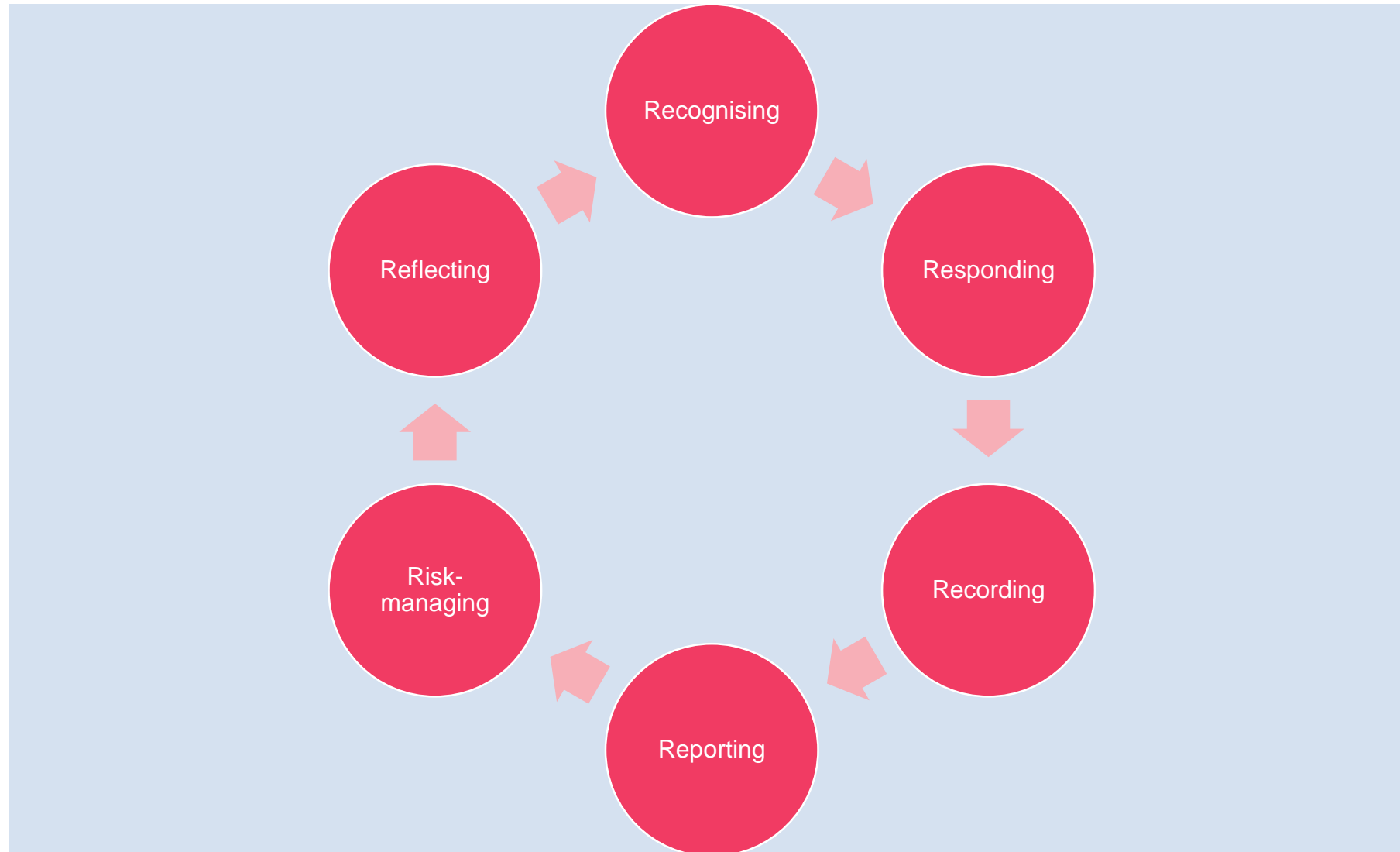
Recommendation 6: Strategically co-ordinating the role of external providers

### **Parents and carers are supported to support their children by:**

Recommendation 7: Creating school-parent/carers/student triads to share consistent messaging

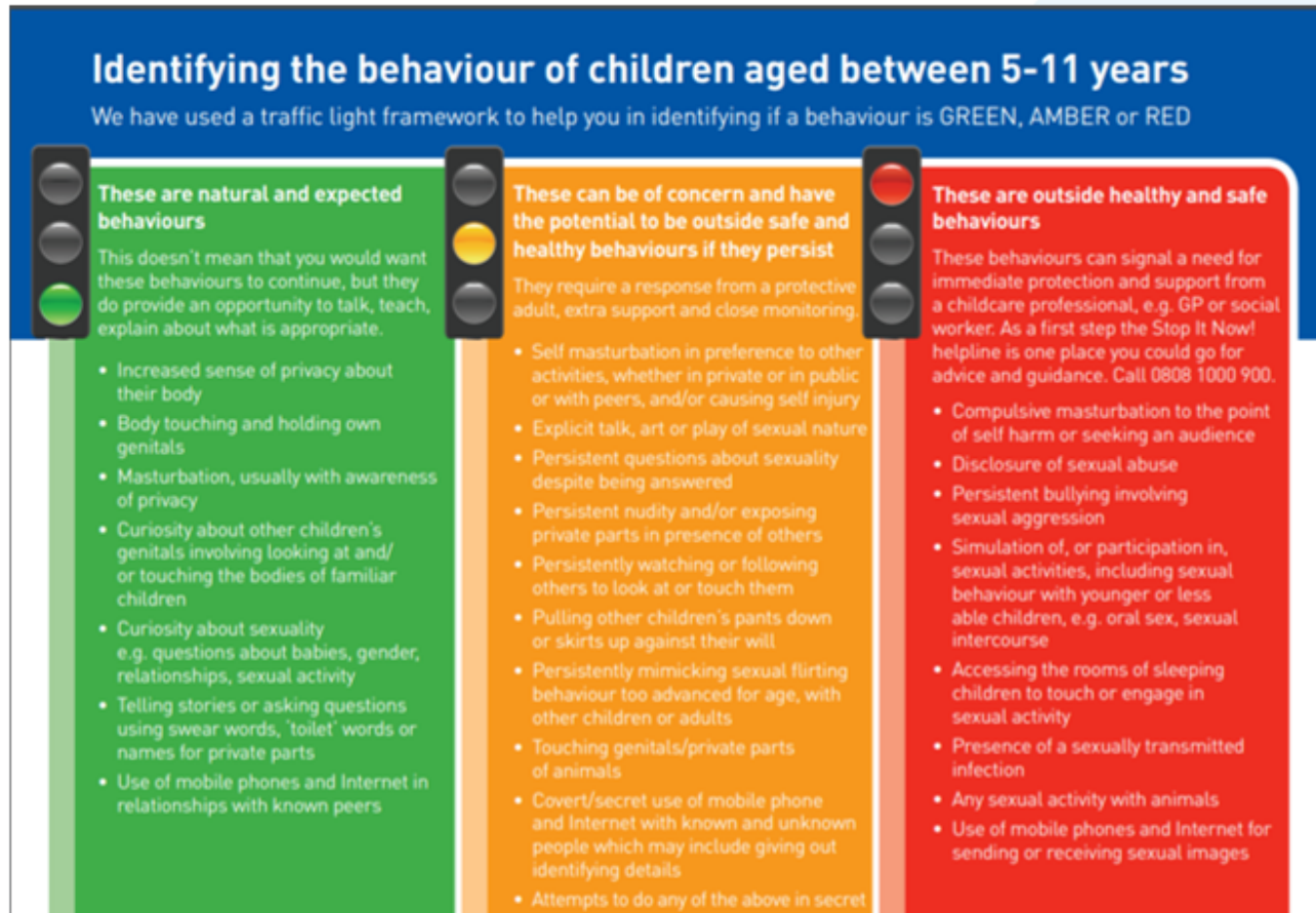
# Managing HSB: the 6 R's

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# Managing HSB: recognising

Traffic light tools: LFF, Brook, NSPCC



Children with additional needs, a learning disability or a learning difficulty can be over-represented in children who display HSB

(Barnardo's, 2016)

It's really important that HSB in children with additional needs is managed as effectively as you would for non-disabled peers.

Responses need to be aimed at each child's own level of ability, paced appropriately and repeated to allow for information to be retained.

(Carson, 2017)

# Managing HSB: responding

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- ✓ **Model** emotional regulation
- ✓ **Be calm**
- ✓ **Provide** a proportional response
- ✓ **Correct** the behaviour - do not label the young person
- ✓ **Redirect** the young person to a safe activity
- ✓ **Record** the specifics about the behaviour
- ✓ **Inform** the named safeguarding officer
- ✓ **Gain consensus** among the protective adults about how to prevent or respond to future incidents

# Managing HSB: recording

## The importance of recording:

- Facilitates accurate assessment, action and safety planning
- Avoids under- or over-estimating risk
- Helps to identify patterns of behaviour (escalation? Increased frequency?)
- Evidences and informs proportionate decision-making, ensures accountability and guides action

## Best practice:

- The person who witnessed the incident should record it, supported by their DSL/SMT

## What to record:

### • Details of child/young person:

Name, DOB, any vulnerabilities, other behavioural concerns, previous incidents of HSB?

### • Details of the incident:

Description of the incident observed/reported, other significant factors, power imbalances, reactions of children/young people involved, behaviour management action, reaction of parents/carers

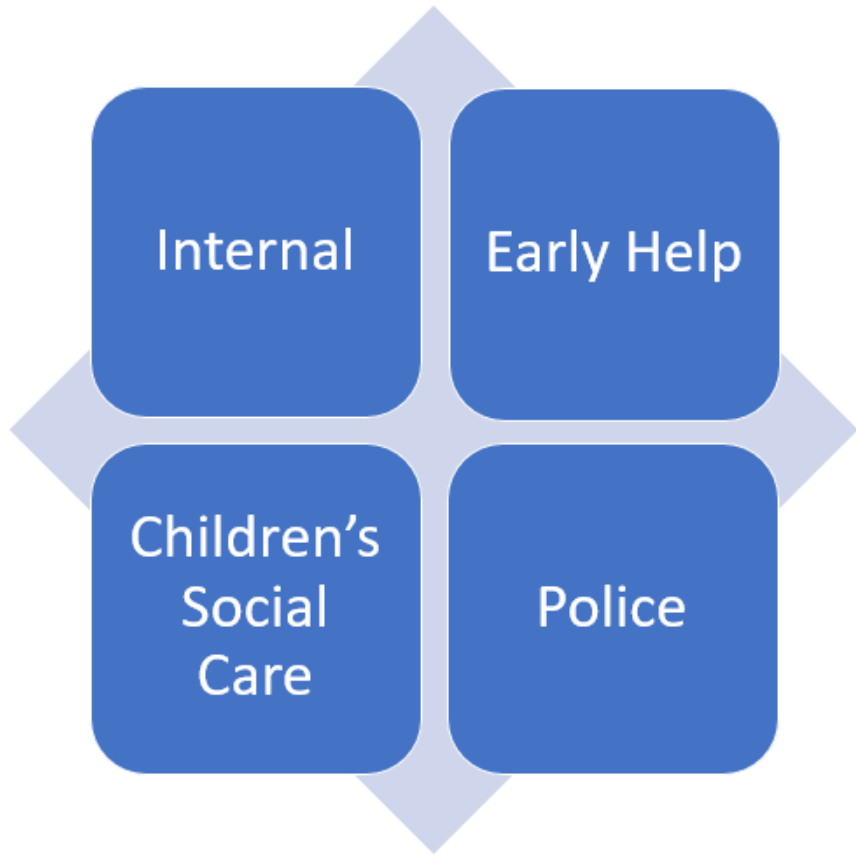
### • Details of the person/people completing the form

Name, role



# Managing HSB: reporting

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# Managing HSB: risk-managing

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## SAFETY PLANNING

Background Information:

Identifying concerns:

Identifying strengths:

Implementing strategies

Review:



# Managing HSB: reflecting with young people



Write or draw on each part of the iceberg to explain your thoughts, feelings and behaviour.

The iceberg reflection tool is divided into four sections for reflection:

- My behaviour:** (top right, above water)
- What other people can see** (top left, above water)
- My thoughts:** (middle left, below water)
- My feelings:** (bottom right, below water)

# Managing HSB: reflecting with staff

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## Questions to ask:

Who has been affected by this incident? YP **AND** staff

Does everyone affected have effective support in place?

What can be learnt from this incident? Consider PLACE as well as people.

What can be learnt from our response to this incident?

What went well?

Where could we make improvements?

Do we need to make any changes to our systems/policies?

# LUCY FAITHFULL FOUNDATION



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