

My school safety plan

Private and confidential

How to use this plan:

Completing this safety plan will help to identify the needs of a child or young person who has displayed inappropriate sexual behaviour in school, defined as “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 and/or be abusive towards another child, young person or adult” (Hackett, 2016).

The plan will also identify strategies to help manage potential risk situations, but it is not a risk assessment. If you require additional support, please contact our Stop It Now! Helpline on 0808 1000 900 and ask to book a school call back, or email schools@lucyfaithfull.org.uk

This plan will help to balance supporting the child/young person’s needs and promoting safety at school. It should be viewed as a positive step to help everyone to feel safer, and should not be viewed as a punishment. It is important that the child/ young person receives positive messages about the plan and that their safe behaviour is supported.

This plan should be completed with professionals who support the child or young person. The child or young person and their parent(s) or carer(s) should be actively involved in creating the plan and have access to a version that is appropriate and understandable for their age and needs. If it is not in the best interests of the child/young person to attend safety planning meetings, their voice should be represented by a trusted professional. An example of a child-friendly plan is found on the final page and can be adapted to suit the age of the child/young person.

1. Personal information

To protect the child’s privacy when sharing the plan, this front page can be detached and their first initial used after this section.

Name of child/young person

DOB:

School:

Class:

Date of completion:

Present at meeting:

Who needs to know about this plan:

Date of review:

2. Identifying needs

2.1 What are the concerns about sexual behaviour at school, home and in the community:

Be specific; avoid general statements such as 'sexualised/inappropriate behaviour'.

Was there any use of force/coercion/planning/secrecy?

Record the relationships and any power imbalance between all those involved and all children's responses. Has the behaviour become more frequent or escalated in severity?

2.2 Are there any other behaviour concerns in school:

Such as bullying, violence, disruptive behaviour.

2.3 Other relevant factors:

Family background, Children's Services involvement, additional needs or cultural/ religious factors.

2.4 What interventions/consequences are already in place? And what has been the outcome?

Restrictions on activities/movement around the school, one-to-one work or whole school/class work, specialist services. How has this impacted the concerns?

Action/s taken:**Outcomes:****2.5 Child/young person's views about their behaviour:**

Do they understand the concerns, do they deny or accept the behaviours, are they embarrassed, angry, remorseful?

2.6 Parent's/carer's views about the behaviour concerns:

Are they angry, rejecting, supportive, minimising, concerned?

3. Identifying strengths

3.1 Describe the child/young person's positive relationships:

Include professionals, family, peers etc.

3.2 Identify areas/locations within the school that are not assessed as requiring additional planning/supervision at this time:

Please note areas where there has been no history of incidents or concerns or where existing supervision manages risk.

3.3 Which activities/lessons does the child/young person enjoy and engage positively in:

Describe how these will be promoted and maintained. Consider any additional activities that could be encouraged to promote pro social behaviour and self-esteem.

3.4 Identify their positive attributes/characteristics/skills which can be promoted to support them meeting their emotional needs in a healthy way:

4 Identifying strategies to manage concerns

4.1 Triggers

Identify particular lessons, activities, peers, staff, moods, events outside school which may trigger behaviour?

What support is available to help the young person during these trigger situations? Can the young person identify what helps to reduce triggers?

4.2 Locations

Are there locations at school where concerns are increased? (e.g. toilets, corridors, playgrounds etc?)

How can these locations be managed? What level of supervision is there when moving between classes, break/lunch times. If more supervision is required how will this be achieved? Are particular rules needed for using toilets, showering, changing for PE?

4.3 Significant others

Are there others who are particularly **vulnerable**? Staff, visitors, other students?

How can concerns involving others be reduced? Additional supervision, assessing suitability for contact activities, classrooms seating arrangements, 1:1 work?

Are there others who are particularly **influential**? Adults, peers, gangs/groups?

How can negative influences be reduced? Limited/supervised contact, classroom seating arrangements, different breaktimes? How can positive influences be encouraged?

4.4 Online access

Are there any concerns?
What access to internet/
media does the young
person have at school? At
home?

How can the young person
be supported to access the
internet safely?
Supervised access, use of
filters/safety settings, no
personal devices, whole-
school online safety?

4.5 Transport

How does the young
person travel to and from
school? Are there any
concerns? Walking, bus,
car, shared transport? If
transported by the local
authority, are other young
people present?

How can any transport
concerns be managed?
Is the adult present (e.g.
taxi driver) aware of the
concerns and able to
supervise appropriately?

5. Identifying steps to safety

Considering all the information in the previous sections:

5.1 What steps need to be put in place to improve safety in school?

Could include: 1-1 work; emotional literacy, communication skills, empathy work or wider school work; online safety, RSE.

Safety Steps should be SMART targets (Specific, Measurable, Achievable, Relevant, and Timely).

Who will be involved and when should changes happen?

5.2 How will you measure progress?

This may include: a change in the child's view of their behaviour; a reduction of incidents of sexual behaviour; an increase of prosocial behaviour

5.3 How will you measure concerns?

This may include: a change in the child's view of their behaviour; an increase in frequency or severity of incidents of sexual behaviour

Safety step 1

Safety step 2

Safety step 3

Please add additional safety steps below, as needed:

5.4 Referrals for external support:

Note any identified need for referrals to external/specialist services e.g. CAMHS, NSPCC, Safeguarding, Therapeutic Support. Who will make the referral and when?