

Welcome to this week's SMRT safeguarding update...

WAKE UP WEDNESDAY

Harmful Sexual Behaviour

This edition of Wake up Wednesday is focused on an increasing concern in our society, that of Harmful Sexual Behaviour. While a sensitive area, we want to be vigilant about any concerns young people may have about this matter or have experienced in their personal lives.

Harmful Sexual Behaviour (also referred to as HSB) is sexual behaviour that is displayed by children and young people and is developmentally inappropriate, harmful or abusive. It encompasses a wide range of both face-to-face and online behaviours that can be displayed towards other children, peers or adults and may occur within or outside the family. HSB can involve forcing or enticing a child or young person to take part in sexual activities (including viewing or being involved in the production of sexually explicit material), not necessarily involving a high level of violence, and the victim may be unaware that the abuse is taking place.

We educate students at SMRT on these, and similar matters, through ViP lessons, assemblies, visiting expert agencies, the pastoral curriculum, and our good relationships pastoral approach.

SMRT's Behaviour and Good Relationships Policy (available via the [policies section](#) of the school website) sets out how the school manages incidents of sexual harassment and sexual violence that involve our students. With regard to online behaviours, the non-consensual sharing of sexual images or videos with the intent to cause distress is illegal. Government and National NSPCC guidance is used to consider cases on a case-by-case basis in terms of criminalising young people. The school will make an immediate referral to the Multi Agency Safeguarding Hub (MASH) when an incident of nude or semi-nude images:

- The incident involves an adult.
- There is reason to believe that a child or young person has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- What we know about the image(s) or video(s) suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The images involve sexual acts and any student in the images or videos is under 13.
- We have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

For a comprehensive look at the framework the school has in place for implementing consequences, assessment and action for incidents of sexual harassment, sexual assault and rape, please see Appendix A of the school's Behaviour and Good Relationships Policy (available via the [policies section](#) of the school website).

Safety Planning

SMRT uses multi-agency guidance for professionals to inform the school's identification of and response to incidents of HSB. When dealing with incidents the school considers the level of risk, age, stage of development and needs of the children involved, and family and social contexts.

The school will typically link with other agencies to coordinate interventions, including the Bristol City Council Safeguarding in Education Team (SET), the Bristol Be Safe Service and the Police. Where it is deemed necessary, a formal safety plan will be put in place to protect the child / children involved and the wider school community.

The school uses guidance from the Centre of Expertise on Child Sexual Abuse in order to implement a safety plan and support children following incidents of HSB. The process involves 7 stages:

1. Consider the nature and severity of the sexual behaviour (as soon as possible after the incident has occurred).
2. Talk to the children involved, and their parents (as soon as possible after the incident has occurred)
3. Prepare potential communications about the incident, inside and potentially outside the school community.
4. Consider and plan for ongoing risks for all children involved, how to manage contact between children involved, and the possible actions and arrangements that suit the needs of each child.
5. Hold a safety planning meeting for each child who has been harmed and their parents / carer(s), and for each child who has harmed and their parents / carer(s).
6. Construct and implement a safety plan, sharing the relevant sections with all children involved and their parent / carer(s). This only occurs when the incident poses potential ongoing risks.
7. Regularly review the safety plan until safety measures can be removed.

Resources for Parents

We recognise that as parents and carers, it can often be tricky to navigate conversations regarding healthy and unhealthy sexual behaviour and relationships with our children and young people. These conversations will be context dependent and often linked to the child's stage of development. Please see below for a collection of organisations and resources to help facilitate such conversations.

- **Family Planning Association (FPS)** is a sexual health company with some helpful resources for parents and professionals. Parents may find use in the information on what may be taught in the Relationships, Sex and Health Education lessons for younger (YR9) and older (YR11) students.
 - [Secondary School Parents Guide to Relationships & Sex Education](#)
- **Family Lives** is a charity dedicated to supporting parents before they reach a crisis point that could result in abuse. They have resources related to speaking to adolescents (13+) about pornography.
 - [Talking to teens about pornography | Family Lives](#)
- **Parents Protect** offers helpful book recommendations to help children (under 13) understand their rights and the fundamentals of consent.
 - [Parents Protect - Books to read with children to help prevent sexual abuse](#)
- **Blue Seat Studios** have a video which helps explain consent for younger children.
 - [consent for kids - YouTube](#)
- **That's Not Cool** – is a website providing young people with the tools to think about what is and what is not okay in relation to their digital relationships. It is aimed at young people who are aged 11 and over.
 - [That's Not Cool - Futures Without Violence Futures Without Violence](#)

Please remember: If you believe your child is at risk of immediate significant harm or if they have experienced significant harm in the wider community, you should call 999 and report your concerns immediately.

Brook Traffic Light Tool

The Brook Traffic Light Tool can be used to help us understand sexual behaviours that are developmentally appropriate or developmentally inappropriate for children of different ages. The resource categorises behaviour as green (reflecting safe and healthy sexual development), amber (potentially outside of safe and healthy behaviour) and red (outside of safe and healthy behaviour). Understanding whether a behaviour is developmentally appropriate or inappropriate enables us as a school, and you as parents and carers, to implement appropriate interventions in response to exhibited behaviour.

9 – 13 years old



Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

13 – 17 years old

SEXUAL BEHAVIOURS TRAFFIC LIGHT TOOL



Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

As always, if you have any immediate concerns about safeguarding issues, students, or the school site, please get in touch via:

safeguarding@smrt.bristol.sch.uk