



SEXUALISED BEHAVIOUR RISK AND SUPPORT MANAGEMENT PLAN

NAME OF PUPIL: _____ DOB: _____
SCHOOL NAME: _____ YEAR: _____
DATE OF PLAN: _____ DATE OF REVIEW: _____

ATTENDEES:					
NAME	ROLE	AGENCY	PERSON PRESENT	PERSON CONSULTED BUT NOT PRESENT	REPORTS SUBMITTED

N.B. Parents and the young person concerned should be part of the plan, along with key agencies / professionals.

APOLOGIES:

School may wish to discuss the behaviours with other professionals as part of their initial assessment process. The following people could be contacted for advice:

Contact and Referral Team (CART): 0151 907 8305
Safeguarding Children in Education Officer: 0151 511 6948

Schools should also refer to the Brook Sexual Behaviours Traffic Light Tool:
www.brook.org.uk/index.php/traffic-lights

QUESTIONS TO CONSIDER BEFORE COMPLETING:

Staffing and School site issues:

Staffing:

- What staff are involved in teaching / supporting the child / young person?
- Who is aware of concerns about their problem sexual behaviours?
- Do other staff need to be aware and if so, how will this be managed?
- What is the current level of supervision and is this appropriate?
- Is the level of supervision required achievable in the current circumstances?
- Are all staff aware of the level of supervision required?
- Who is responsible for discussing the child / young person's risk and needs to other staff?

School Site:

- Are there areas within the school and grounds that are unsupervised?
- Are there any other building issues that may increase risk? E.g. building works, nursery or primary school located in the same building, communal playground, etc.

In the classroom:

- Has the child / young person engaged in any inappropriate behaviour within the classroom setting now or previously?
- If so, what were the circumstances?
- Who in the class may be vulnerable and why?
- Is the level of supervision in the class adequate?
- How much information does the class teacher and any others responsible for the child / young person in the class have about the young person's behaviours, risks and needs?
- Are there particular times when the young person seems more relaxed and content?
- Are there particular times where the child / young person seems more unhappy / upset / distracted / irritable / distressed?
- Can extra support / supervision be put in place during difficult times?
- Are the seating arrangements satisfactory?
- Are there times when the child / young person is allowed to leave the class during class times?
- Are there times when other adults are in the class besides the class teacher?
- Is the classroom environment free of any confusing sexual images and behaviours?
- How is SRE managed and does the child / young person need further information?
- Does the class teacher need to be able to talk to the child / young person about their problem sexual behaviours?
- Is so, what level of support will the teacher require?
- Are there particular areas of risk in the class e.g. when the teacher is occupied with other pupils, and how can this be managed?
- Is this case open to the Police? If so, seek advice on what can be discussed / disclosed to staff.

Unsupervised times or transitions:

- Have there been concerns about the child / young person's sexual behaviours outside the classroom?
- Is so, who were the behaviours directed to and in what circumstances?
- What children may be particularly vulnerable and how can this be managed?

- What level of supervision is there when the child / young person is going between classes, at lunch times, at break times and at the start and end of the day?
- Is this adequate?
- If more supervision is required, how will this be achieved?
- Are particular rules required for going to the toilet?
- Are there rules about showering, dressing and undressing for PE that needs to be considered?
- Are there rules about physical contact during play that needs to be considered?
- Is the environment free of any confusing sexual images, messages and behaviours e.g. access to computers, magazines, etc.?
- Are the right staff aware of the child / young person's level of supervision required?
- Has the child / young person got a history of absconding / truanting?
- How are they transported to school?
- Does someone meet them or take them to their transport?
- Is their journey to / from school supervised? Is this required?

RISK AND SUPPORT MANAGEMENT PLAN

1. Staffing and School Site

Level of risk identified:

High

Medium

Low

Reasons:

Actions required

Staffing:

Actions required

School site:

2. In the classroom

Level of risk identified:

High

Medium

Low

Reasons:

Actions required

In the classroom:

3. Unsupervised times or transitions

Overall level of risk identified:

High

Medium

Low

Reasons:

Actions required

Toilet arrangements:

Actions required

Morning, afternoon and lunch break arrangements:

Actions required

For PE:

Actions required

To and from school arrangements:

4. Risk Assessment Review

Strengths of current risk assessment:

Needs identified:

Identified actions and timescales:

**ASSESSMENT OF RISK TO THE SCHOOL COMMUNITY INCLUDING SUPPORT
NEEDED FOR ANY COMPLAINANT**

Name	Dangers	Hazards	Strengths	Needs	Assessed Level of Risk <small>High / Med / Low</small>	Actions Required