



William Edwards School

Harmful Sexual Behaviour (HSB) Policy

September 2023

Key Document Details	
Author: A.Pooley	Created: September 2023
Edited/Reviewed:	
Latest Approval: A.Wood	Date: September 2023
Next review Date: September 2024	

Table of Contents

1. Statement of Intent
2. Introduction
3. School Ethos
4. Technology Assisted Harmful Sexual Behaviour
5. Filtering & Monitoring
6. Recognising Harmful Sexual Behaviour
7. Assessment of Risk and Need
8. HSB & Adverse Childhood Trauma
9. Child Sexual Exploitation and HSB
10. Safeguarding
11. Appendices

1. Statement of Intent

William Edwards School believes and actively supports the view that all pupils should be protected from harmful behaviour and content.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment : a belief in ‘it could happen here’ keeps us vigilant.

2. Introduction

William Edwards School is committed to providing a secure and safe environment for all students. All staff at William Edwards recognise that Safeguarding is everyone’s responsibility irrespective of their role in school, including those not directly employed by the school.

In adhering to this policy and the procedures within, all staff will contribute to our commitment to protect children from harm, as set out in [Keeping Children Safe in Education 2023](#) and the [Children’s Act 2004](#). This Harmful Sexual Behaviour (HSB) Policy is one element of our overall school safeguarding arrangements to promote the welfare and safeguard all of our pupils in line with our statutory duties set out in the [Education Act 2002](#).

Our school’s HSB Policy draws guidance from; [School’s Safeguarding and Child Protection Policy](#), [Keeping Children Safe in Education 2023](#), [Working Together to Safeguard Children 2018](#), and the NSPCC.

3. School Ethos

When operating this policy William Edwards uses the recognised government definitions of Harmful sexual behaviour, Sexual Harassment and Sexual Violence, as set out in KCSiE 2023.

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

Harmful sexual behaviour is a wider term used to encompass:

Sexual Harassment: “‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school”.

Sexual Violence: “rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent”.

William Edwards understand that sexual behaviour exists on a wide continuum and can range from normal and developmentally expected, to inappropriate, problematic or abusive. However, there is no place for HSB of any kind at William Edwards. William Edwards is a safe space for all students to explore issues safely and our staff help facilitate this.

4. Technology Assisted Harmful Sexual Behaviour

Technology assisted HSB is sexualised behaviour which children or young people engage in by using the internet or technology, such as mobile phones, tablets or computers.

This might include:

- Viewing pornography
- Sexting
- Revenge porn
- Sending or receiving explicit images

At William Edwards we strongly believe it is our job to encourage and empower young people in the safe use of technology, this is driven by our PSHE curriculum.

5. Filtering and Monitoring

At William Edwards we have strong filtering and monitoring systems in place, in compliance with government guidance.

The DSL works alongside the IT department to ensure that filtering and monitoring practices are effective, in order to limit exposure of harmful content and alert the safeguarding team to any harmful or inappropriate searches or material. These are then investigated by the safeguarding team and appropriate measures and interventions are put in place.

6. Recognising HSB

Children and young people demonstrate a range of sexual behaviours as they grow up.

Sexualised behaviours sit on a continuum of 5 stages:

- Appropriate – the type of sexual behaviour that is considered ‘appropriate’ for a particular child depending on their age and level of development.
- Inappropriate – this may be displayed in isolated incidents, but is generally consensual and accepted within a peer group.
- Problematic – this may be socially unexpected, developmentally unusual and impulsive, but have no element of victimisation.
- Abusive – this often involves manipulation, coercion or a lack of consent.
- Violent – this is very intrusive and may have an element of sadism.

In assessing such distinctions, and in order to ensure the correct intervention is put in place, William Edwards seeks guidance using the Brook Sexual Behaviour Traffic Light Tool (appendix 1).

7. Assessment of Risk & Need

In the event of a report of HSB, in or outside of school, William Edwards will work to support both the victim and the alleged perpetrator.

In all instances of HSB, William Edwards will work alongside their Multi-agencies, including the police, to ensure that information is shared in order to prevent the behaviour from escalating and in order to safeguard everyone.

For all instances of HSB, the DSL/DDSL will carry out a risk assessment (appendix 2) and put steps in place to ensure the safety of all students.

8. HSB and Adverse Childhood Experiences (ACE's)

Many children and young people who display harmful sexual behaviour have experienced abuse or trauma. Children who have been sexually abused may not know that what has happened to them is wrong. This can lead to them displaying harmful sexual behaviours towards others. As such, all staff are alert to harmful behaviour and any instances are reported to our Multi-agency team.

Any HSB, witnessed or reported will always be challenged and where appropriate dealt with in line with our behaviour and safeguarding policy.

As part of our wider safeguarding responsibilities, staff are trained in ACE's.

9. Child Sexual Exploitation (CSE) and HSB

CSE and HSB are seen as separate yet interlinked occurrences, with some distinct elements but the potential for overlap. Both sharing elements of coercion, abuse of power, violence and a lack of consent.

CSE is more likely to be represented by sexual violence towards teenagers, often in the context of a relationship and frequently where young people are sexually exploited by either individuals or groups of offenders.

At William Edwards, all our staff are trained to understand CCE and be alert to any and all signs. All staff know that safeguarding issues are very rarely stand alone events.

10. Safeguarding

Should any staff have any concerns of this nature, they will follow the school's safeguarding procedures, complete a concern log via CPOMs, and report this directly to the DSL/DDSL.

Whilst all staff at William Edwards will be alert to signs of extremism and HSB, they are also aware that these behaviours in some cases can be indicators that a child may be at direct risk of harm or neglect. Therefore, any adult working at William Edwards (including visiting staff, volunteers or student placements) are required to report any instances where they believe a child may be at risk of harm or neglect, immediately to the Designated safeguarding Lead or Deputy. As outlined in the Child Protection and Safeguarding Policy.

11. Appendices

Appendix 1

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

Appendix 2



	Risk Assessment Type:						
	School Name:						
	Pupils details (Name):						
	Issued by:		Approved by:		Year Group:		Tutor Group:

Risk Assessment Form

Date of Assessment:

Assessor Signature:

Assessment Frequency:

Follow up Assessment Dates:

Signed and accepted by Headteacher:

HIGH Common, regular or frequent occurrence.	3	3 MEDIUM	6 HIGH	6 HIGH
MEDIUM Occasional occurrence	2	2 LOW	4 MEDIUM	6 HIGH
LOW Rare or improbable occurrence	1	1 LOW	2 LOW	3 MEDIUM
Likelihood Vs impact (X)	1	2	3	3
	LOW Little or no harm. No criminal offence. Little scope for damage.	MEDIUM Minor injury. No criminal offence. Minor short term damage.	HIGH Serious injury. Serious harm. Criminal offending. Major damage.	

Key Triggers:



	HAZARD OBSERVED	WHO MAY BE HARMED?	RISK RATING CONSEQUENCE X LIKELIHOOD D =	CONTROL MEASURES	EXPECTED OUTCOMES AFTER CONTROL MEASURES	REVIEW DATE & MEASURES

TOTAL HAZARD SCORE	4	TOTAL HAZARD SCORE AFTER CONTROLS	2
AVERAGE SCORE	4	AVERAGE SCORE AFTER CONTROLS	2

FINAL REVIEW OUTCOMES: