

Harmful Sexual Behaviour Service - Risk Assessment

The purpose of this document is to assist schools and other children's organisations to carry out a risk assessment when responding to incidents of harmful sexual behaviour (HSB). The purpose of the risk assessment is to protect and support all those involved by identifying potential risk, both in and out of school (e.g., public transport, after-school clubs etc) and by clearly describing the strategies put in place to mitigate such risks.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.- KCSIE part 5 The risk assessment will be shared with all staff who work with the learner, as well as parents/carers. It will reflect any changes in behaviour and will be regularly updated and evaluated to assess impact.

This document has been created based on good practice identified through the [Harmful Sexual Behaviour Support Service](#) during its pilot phase. Nothing in this document constitutes as mandatory requirements, but it represents good practice identified during the caseload managed in the 10 months of the service operation.

The term harmful sexual behaviour covers a wide range of behaviours, which may be considered problematic, abusive, or violent and may also be developmentally inappropriate. HSB can occur online, offline or in a blend of both environments. The term HSB is widely acknowledged in child protection and should be treated in this context. Behaviours that would be categorised as problematic or harmful as per the [Hackett continuum](#) (part of the NSPCC harmful sexual behaviour framework) are useful to capture in this risk assessment.

Key Documents

When completing a risk assessment, advice in statutory and non-statutory guidance should be considered. Whilst not intended to be an exhaustive list, can include:

[Department for Education: Keeping children safe in education](#): This statutory guidance sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges. In the context of harmful sexual behaviour, the most relevant section of this is section 5.

[Department for Education: Sharing Nudes and Semi-Nudes: Advice for Education Settings working with Young People](#): This non-statutory advice aims to support designated safeguarding leads (or equivalents) and senior leadership teams in education settings in England in responding effectively to incidents involving the sharing of nudes and semi-nudes.

[Department for Education: Working together to safeguard children](#): Working together to safeguard children (usually referred to as just Working Together) is statutory guidance produced by the government which outlines how practitioners working with children, young people and families should work together in order to ensure that children and young people remain safe from harm.

It should also be produced in line with, and link to the following school/academy policies

- Child protection and safeguarding policy
- Whistleblowing policy
- Behaviour policy
- Anti-bullying policy
- Online safety policy
- Acceptable Use Agreements
- Curriculum Policies
- Use of outside agencies
- Add any other policies that may be relevant

The risk assessment is split into two sections. First is a summary to capture details about the child and any other surrounding safeguarding issues. The second section is the full risk assessment to detail the incident(s) that have led to the need for this risk assessment to be carried out, provide evidence and log any further concerns.

Summary

Name of child/young person	
D.O.B.	
Any outside agency involvement	
Safeguarding concerns/context including previous behaviours/ incidents recorded and subsequent measures taken.	
SEND status	
Date of SEND Diagnosis	
Additional relevant background information <i>including known vulnerabilities, previous behaviours/ incidents recorded, and subsequent measures taken</i>	
Names and details of current professionals involved	
Date of initial risk assessment	
Review dates	

Full Risk Assessment

Details of the incident/behaviours that have led to this risk assessment

Describe the types of behaviour or language observed (linked to KCSIE, policy definitions)

- Where did it happen?
- When did it happen (date and time) – is this an isolated incident or have there been multiple occurrences?
- Is anyone else involved – who and ages?
- Is there an imbalance of power?
- What was the learner's response?

What was the response of parents/carers when behaviour was reported to them?

Other behavioural concerns, if any

E.g. Use of violence/coercion/ distracted or out of character behaviour, incidents and school and out of school, friendship/relationship concerns, disruptive behaviour, emotional wellbeing etc.

What are the specific harmful sexual behaviour concerns?

(including online)

Use the definitions from KCSIE to identify the behaviours

Evidence

Impact on others - Who might be affected or harmed?

Are there specific concerns about age groups, gender, vulnerable children?

Evidence

<p>Identified or known potential triggers or additional risk, including online</p> <p><i>E.g. particular lessons, locations, activity using technology, activities, times of day, peers, staff, activity outside of school, transport home etc.</i></p>	<p>Strategies to mitigate risk</p> <p><i>E.g. Additional supervision or support, seating arrangements, specific adults that a young persons can contact, managed timetable, transport arrangements etc.</i></p>

Add extra rows if required

Child's strengths, interests, positive characteristics

Any current work being undertaken to support the child e.g. outside agency intervention, in-school support, and how the child is responding to these measures etc.

Any external agency referrals or contact made with other support agencies and support received (and how the child is responding)

Include name of agency and contact details, support being sought and who made the referral/contact and any views that they have on the child in question

Review

How will you assess whether the level of risk has changed (decreased or increased)? What does the child need to work towards achieving/avoiding?

E.g. Change in the child's attitudes about their behaviour, change in child or young person's approach to others, change in number and type of behavioural incidents of HSB etc.

Date of next planned review

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Names of those with whom the assessment is shared

Agreed By

Name	Role	Signature and date
	Headteacher	
	Designated Safeguarding Lead	
	Child or young person	
	Parents/Carers	
	Other Agencies	