



## Sexualised Behaviour Policy

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## 1. Purpose

The purpose of this policy is to ensure that all pupils, staff, and visitors are protected from harmful, inappropriate, or unsafe sexualised behaviour. As an SEMH secondary school, we recognise that some pupils may have additional needs, trauma histories, or developmental vulnerabilities that require a trauma-informed, consistent, and clearly structured safeguarding approach.

This policy supports statutory guidance including *Keeping Children Safe in Education (KCSIE)*, *Working Together to Safeguard Children*, and local safeguarding partnership procedures.

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## 2. Scope

This policy applies to:

- All pupils
  - All teaching and support staff
  - Supply staff, contractors, and external professionals
  - Governors and volunteers
  - Visitors on school premises
  - School-related activities off-site and online
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## 3. Definitions

### 3.1 Sexualised Behaviour

Sexualised behaviour includes any behaviour, language, or action of a sexual nature. It may be:

- **Age-appropriate and exploratory**
- **Boundary-testing**
- **Inappropriate or harmful**
- **Coerced, pressured, or exploitative**

For SEMH pupils, behaviour may relate to unmet emotional needs, trauma, or limited understanding of boundaries; however, this does **not** reduce the need for firm safeguarding responses.

### 3.2 Harmful Sexual Behaviour (HSB)

Sexual behaviour that is:

- Developmentally inappropriate
- Excessive or intrusive
- Non-consensual
- Exploitative, coercive, or aggressive
- Causes harm to the child or others

### 3.3 Peer-on-Peer Sexual Harassment

Includes:

- Sexual comments, jokes, or name-calling
- Sexualised online behaviour (sending explicit messages, images, or requesting them)
- Unwanted touching or invasion of personal space
- Repeated sexualised gestures
- Creating a hostile or unsafe atmosphere

### 3.4 Sexual Violence

Acts such as sexual assault, assault by penetration, or rape. All must be treated as serious safeguarding concerns and reported immediately to the DSL.

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## 4. Principles

- **Zero tolerance** for sexual harassment, abuse, or coercive behaviour.
  - **Trauma-informed and SEMH-aware practice** to understand need without excusing harm.
  - **Immediate safeguarding responses** with clear, consistent consequences.
  - **Education, boundaries, and emotional regulation** embedded into school practice.
  - **Confidentiality** and respect for all pupils involved.
  - **Support for both the victim and the child displaying sexualised behaviour.**
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## 5. Expected Behaviour

Pupils are expected to:

- Respect personal boundaries
- Use appropriate language at all times
- Follow rules on physical contact

- Use technology responsibly
- Seek help when feeling dysregulated or unsafe

Staff are expected to:

- Model appropriate behaviour
  - Intervene early to prevent escalation
  - Maintain professional boundaries
  - Record and report concerns immediately
  - Avoid shaming or punitive language and use restorative principles when appropriate
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## 6. Prohibited Behaviour

The following are never acceptable:

- Sexualised language directed at peers or staff
  - Deliberate touching of another student without consent
  - Exposing oneself
  - Viewing or sharing sexualised images
  - Coercive or pressured comments or actions
  - Sexual acts on school premises
  - Any attempt to involve younger or more vulnerable pupils in sexualised behaviour
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## 7. Reporting Procedures

### 7.1 For Staff

All concerns must be:

1. **Stopped immediately** (if behaviour is occurring in the moment)
2. **Recorded on the school's safeguarding system** by the end of the day
3. **Reported to the DSL** without delay

This includes low-level concerns, emerging patterns, or any incident that makes a member of staff feel uncomfortable.

### 7.2 For pupils

Pupils can report concerns to:

- Any trusted adult
- Their Key Worker / Mentor

- Pastoral or Behaviour Lead
- Safeguarding Team
- Anonymous reporting mechanisms (if available)

All disclosures are taken seriously and acted upon.

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## 8. Responding to Incidents

### 8.1 Immediate Safety

- Separate pupils involved
- Provide emotional support in a calm, quiet space
- Ensure no further contact until assessed by DSL
- Confiscate devices only if appropriate and in line with policy (staff must **not** search content without DSL decision)

### 8.2 Assessment

The DSL will use appropriate tools (e.g., the Brook Traffic Light Tool) and apply local safeguarding partnership thresholds to determine:

- **Green** – age-appropriate
- **Amber** – concerning / needs structured intervention
- **Red** – harmful / requires external agency involvement

### 8.3 Possible Actions

- Restorative conversations
  - Individual risk management plan
  - Safety planning
  - Parental involvement
  - Pastoral intervention or counselling
  - Timetable adjustments
  - Sanctions in line with the Behaviour Policy
  - Referral to Children’s Services or Police (for sexual violence or significant harm)
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## 9. Support for Pupils

### Victim Support

- Safe space and trusted adult

- Counselling or therapeutic support
- Adjustments to timetable or classroom arrangements
- Ongoing check-ins

### **Support for the Child Displaying Harmful Behaviour**

- Behaviour regulation work
- Trauma-informed mentoring
- Social, emotional, and sexual health education
- Risk assessment and structured re-integration

Support does **not** replace consequences.

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## **10. Curriculum and Prevention**

The school provides a preventative curriculum through:

- PSHE / RSE education
  - Healthy relationships teaching
  - Consent and respect
  - Online safety and digital literacy
  - Emotion regulation and restorative practice
  - Staff training in trauma-informed responses and de-escalation
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## **11. Confidentiality and Record Keeping**

- All records are stored securely following GDPR requirements
  - Only staff with a safeguarding role may access full details
  - Pupils are informed of confidentiality limits (e.g., disclosures that indicate risk cannot be kept secret)
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## **12. Policy Review**

Reviewed **annually**, or sooner if:

- There is a significant safeguarding incident
- Legislation changes
- Guidance from the Local Safeguarding Partnership is updated

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## Appendix A — Staff Quick-Response Guide

### Responding to Sexualised Behaviour (SEMH Secondary School)

This appendix provides a simple step-by-step guide for staff to follow **immediately** when sexualised behaviour occurs.

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#### 1. Immediate Action (In the Moment)

##### STOP

- Interrupt the behaviour calmly and assertively:  
“*Stop. That behaviour is not appropriate.*”

##### SEPARATE

- Move involved pupils to safe, separate spaces.
- Avoid confrontation or escalation.

##### STAY CALM

- Use neutral body language and tone.
  - Avoid shaming or public correction.
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#### 2. Safety First

- Check that **no student is injured** or distressed.
  - Provide a calm space if a student is dysregulated.
  - Ensure others cannot witness or join the behaviour.
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#### 3. Do NOT:

- Interrogate or investigate
  - Use judgemental or shaming language
  - Search devices without authorisation
  - Make assumptions about intention
  - Promise confidentiality
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#### 4. Report Immediately

You must **report all sexualised behaviour**, even minor incidents.

- Speak to the **DSL or Deputy DSL** straight away.
  - Log incident on the safeguarding system (CPOMS/MyConcern) **before the end of the day**.
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### 5. Record Accurately

Write **what you saw and heard** using factual, neutral language.

Avoid:

✗ “He was being weird.”

Write:

✓ “Student A touched Student B’s leg after being asked to stop.”

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### 6. Follow Staff Instructions

If the DSL asks you to:

- Supervise
- Monitor
- Provide additional contextual information
- Support with a safety or supervision plan

...you must follow the request promptly.

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## Appendix B — DSL Assessment Flowchart

### Decision-Making for Sexualised Behaviour Incidents

A clear framework for Designated Safeguarding Leads.

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#### 1. Receive Report

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- Review staff account
- Separate pupils if not already
- Ensure safety and regulation

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#### 2. Initial Screening Questions

- Was there **consent**?
- Is there a **power imbalance**? (age, size, SEN, vulnerability)

- Is the behaviour **age-appropriate**?
- Is this a **first** or **repeated** incident?
- Was **coercion, pressure, or secrecy** involved?



### 3. Categorise Behaviour Using the Brook Traffic Light Tool

- **GREEN:** Developmentally typical, minor, curiosity
- **AMBER:** Concerning, inappropriate, repetitive
- **RED:** Harmful, coercive, sexual harassment, or violence



### 4. Determine Response

#### **GREEN – School-led responses**

- Verbal reminder
- Restorative conversation
- PSHE/RSE input
- Record and monitor



#### **AMBER – Targeted intervention**

- Parent communication
- Behaviour/Support plan
- Increased supervision
- Key-worker or therapeutic support
- Possible Early Help referral
- Ongoing monitoring and review



#### **RED – Safeguarding response**

- Safety plan implemented immediately
- Inform parents/carers unless this increases risk
- Referral to Children's Services
- Contact Police (sexual violence or high harm)
- Consider AIM3 assessment
- Multi-agency meetings
- Long-term risk management plan



## 5. Record Keeping

- Log all decisions
- Store evidence securely
- Update risk plans
- Schedule review date



## 6. Ongoing Monitoring

- Weekly review for high-risk cases
- Termly analysis of trends
- Governor oversight where appropriate

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### What is Sexualised Behaviour?

Sexualised behaviour includes:

- Use of sexual language
- Sharing sexual images
- Exposing body parts
- Touching another student in a sexual way
- Pressuring someone into sexual activity
- Watching or talking about sexual content
- Sexual conversations online

Some behaviours are **age-appropriate curiosity**, while others can be **harmful**.

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### Why might this behaviour happen?

In an SEMH school, some pupils may:

- Struggle with boundaries
- Copy behaviour seen online or in the community
- Have experienced trauma
- Have gaps in social understanding
- Have communication or developmental needs

This does **not** excuse the behaviour but helps us respond supportively.

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### **How does the school respond?**

The Designated Safeguarding Lead (DSL):

- investigates the situation
- assesses risk
- ensures safety for everyone involved
- works with parents/carers
- creates support or supervision plans if needed

Your child may receive:

- pastoral support
- emotional regulation sessions
- therapeutic help
- guidance around relationships and boundaries

If the behaviour is serious, we may need to:

- involve external agencies
- contact police or social care
- hold multi-agency meetings

You will be informed unless doing so increases risk.

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### **What we ask from parents/carers:**

Please:

- Talk calmly with your child
- Reinforce school boundaries
- Monitor their use of phones, apps, and social media
- Let us know if you have concerns
- Attend any arranged meetings
- Work with us on safety or support plans

We value your partnership in keeping all young people safe.

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### **If you need support:**

We can signpost services such as:

- Early Help
- CAMHS
- School nurse
- Online safety resources
- Sexual health services
- Trauma or counselling support

Please contact the DSL if you have any questions.

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## **Student Guide: Understanding What Is OK and What Is Not**

### **1. Everyone has the right to feel safe and respected.**

This means no one should feel uncomfortable or embarrassed by someone else's words or actions.

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### **2. What is NOT OK at school:**

- Using sexual words about someone
- Touching someone in a sexual way
- Showing private parts
- Asking someone for pictures
- Sending or sharing nudes
- Watching sexual videos at school
- Making sexual jokes or comments about staff
- Pressuring someone to do anything sexual

If it feels embarrassing, unsafe, or secret — it's probably not OK.

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### **3. What IS OK:**

- Having crushes
  - Asking respectful questions in RSE lessons
  - Talking to an adult if you're confused or worried
  - Asking for help if someone online makes you uncomfortable
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#### 4. If something happens:

Tell:

- Your key worker
- Any teacher
- The pastoral team
- The Safeguarding Team
- Any adult you trust

You will be listened to, taken seriously, and supported.

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#### 5. If you make a mistake:

We know that sometimes people:

- copy stuff they've seen online
- get embarrassed
- don't understand boundaries
- get angry or dysregulated

You will still need to take responsibility, but **you will not be shamed.**

We will help you learn and feel safe.

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#### 6. Everyone deserves safety — including you.

Our school is a place where you can learn about:

- healthy relationships
- consent
- respect
- boundaries
- online safety
- understanding feelings

If you're unsure, ask. We are here to help.

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