

Developing Interventions for Children and Young People Displaying Harmful Sexual Behaviour: Safety Planning and Direct Work

Interventions with Children and Young People

The following have been adapted from [NICE Guidelines](#), who recommend the following when developing interventions for children and young people displaying harmful sexual behaviour.

- Interventions should be structured but flexible enough to meet changing needs and the developmental status and age of the child or young person. Our suggested direct work interventions (see Appendix 1), can be adapted using different tools and approaches to reflect an individual child's needs, including their gender, learning ability, culture, and religion.
- All interactions are interventions, therefore during the assessment process, it is likely direct work and reflective conversations will have been started. However, it is advised to undertake a full holistic assessment before starting the structured interventions.
- Interventions will need to take place at the child or young person's own pace. For children who have experienced trauma in their lives, initially they may struggle to take full responsibility for their actions and managing risk themselves.
- Children who sexually harm others are likely to have considerable needs themselves and should be treated as children in need of help or protection, and that they also pose a risk of harm to others. Interventions with a child or young person should provide opportunity to reflect, learn and safety plan for the future. Interventions should include a mixture of:
 - Safety planning to reduce the risk they pose to others and themselves
 - Engagement and working that takes account of their denial of the behaviour (denial could stem from coping mechanism, fear, innocence, criminal proceedings)
 - Sex and relationships education including consent, boundaries, and social and moral considerations
 - Empathy development
 - How to make good choices to keep themselves and others safe sexually
 - Emotional and self-regulation
 - Life story work
 - Understanding of their harmful sexual behaviour
 - Victimisation
 - Peer and social relationships
 - Community reintegration for those who have spent time in residential or secure units
 - Support to make future plans.

Where concerns of Harmful Sexual Behaviour are more entrenched and specialist support is required, NICE Guidelines recommends therapeutic approaches, with the therapies below being considered in one of more of the following modes of delivery: individual, group and family.

- Cognitive behavioural therapy
- Multisystemic therapy for problematic sexual behaviour

- Psychotherapeutic approaches
- Strengths-based approaches
- Systemic therapy (a type of family therapy).

Where a specialist therapeutic intervention is required, an AIM assessment may be required to inform this further. See Appendix 2 for access to specialist support.

Including Parents, Carers and Professionals Around the Child

Best practice is to fully include parents/carers within interventions so we can encourage caring relationships between the child or young person and their family and carer, if it is safe to do so. This will help carers create a sense of belonging and trust to ensure the child or young person feels safe, valued, and protected (NICE 1.7.13).

Through inclusion of the child's support network, whether family or professional into the interventions and safety planning, this will enable the child or young person to further embed the learnings from the sessions and to work to reduce risk in between.

When working with parents and carers, NICE recommends the following:

- Work directly with parents and carers in denial about their child's harmful sexual behaviour
- Offer support to come to terms with harmful sexual behaviour and its impact
- How to understand harmful sexual behaviour risk indicators
- Maintaining safety plans, including ongoing supervision
- Addressing the parent-child relationship, if needed
- Communications and problem solving
- Behaviour management

When working with parents and carers, it is important to recognise the child's behaviour can illicit different responses from the parents and carers. This may be particularly prevalent where a child or young person's household is a blended family e.g. children in the household have different parentage such as stepparents, step siblings, half siblings etc.

We also need to be sensitive to the possibility that parent's and carers could be survivors of sexual abuse, which they may or may not be open about with us but is impacting on their response and approach to the child or young person.

As with all holistic assessments undertaken for children and families, we always need to be open to and curious as to the parenting the child has experienced, be aware of the risk of disguised compliance and what might be driving that behaviour e.g. perpetrator of abuse in the household.

Some parent or carers will not be willing to take part or contribute to the safety planning due to levels of denial or needing time to come to terms with events.

Safety Plans

Safety Plans can be created with parents, carers, and key professionals. *Parents Protect* have developed a guide for Safety Plans which can be found [here](#). Safety Plans will support the child or young person in the following ways:

- [Open lines of communication](#)
- [Education of everyone in the family](#)
- [Setting clear boundaries in a number of settings](#)
- [Involvement of safe adults](#)
- [Sensible precautions to who has access to the child](#)

The Safety Plan can also record agreed consequences, this will form part of setting boundaries and should be individualised to the age, developmental stage, behaviour, and risk factors. As far as possible, children and young people should be included in deciding what the consequences are. This will help them to make informed choices about their behaviour and understand what will happen.

A Safety Plan will focus on daily activities as well as more specific events. Ryan (2010) p237: suggests a Safety Plan should ask and consider the following areas:

- a) What are the risks?
 - What situations might be stressful and/ or bring up old triggers?
 - What situations might create access to vulnerable persons where opportunities for behaviours might exist?

- b) What would need to happen to moderate those risks?
 - What skills would the child need to handle the risks themselves?
 - What's needed from others?

- c) Is it possible to do the things that would moderate risk?
 - Does the young person have the skills and demonstrated motivation to use the skills when relevant?
 - Is the adult able to provide supervision and support when needed?

Using Ryan (2010) suggestion above and drawing from [Argyll-Bute \(2014\)](#) protocol, the following provides prompts for consideration when exploring and drafting the Safety Plan with the family and child.

Level of Supervision

- Who lives in the house and other children who may visit?
- How and where does the young person spend their time at home?
- How and where do the siblings spend their time together?
- Is there a lot of physical contact during play?
- Do parents know when friends are in the house?
- How does the young person spend their time with friends in the house?
- What are the current levels of supervision and is this adequate?
- Do siblings childmind younger siblings or extended family children for periods of time unsupervised
- Is supervision relaxed at family gatherings i.e. a family celebration where alcohol will be consumed
- Do older siblings take younger ones out, for example a kick about in the park, swimming or anywhere the older sibling would have the authority for the trip

- Consider times when siblings might be alone, such as playing or reading together in a secluded place

Bedroom Arrangements

- Who sleeps where in the house? Does anyone need their own room? Who should not share a room?
- What are the family routines around going to bed, getting up?
- When do family members tend to go to sleep and how is this known?
- Are there locks on any of the bedroom doors and if so, are they used, when and why?
- Are siblings allowed in each other's rooms and how is this decided?
- Are children allowed in parent's bedroom and how is this decided?
- Do friends play in/hang out in bedrooms?
- Do other visitors go into bedrooms?
- Are bedroom doors open/closed/locked and how is this decided?
- If guest stay where do they tend to sleep? □ Proximity of parent's bedroom to other bedrooms?
- Do parents hear what is going on at night in different rooms?
- Is there access to multi-media in the child/young person's bedrooms or any other bedrooms? If so, are there any rules re access?
- How do people spend time in bedrooms?
- Dress code: Is there a rule re night attire, dressing and undressing particularly in room sharing situations?
- Are children able to hear adult/parents engaged in sexual behaviour in their room at night?

Bathroom Activity

- Has the bathroom/toilet/s got a working lock?
- Who uses the lock and who doesn't and are there any rules about this?
- Do people share the bathroom at the one time, if so, who tends to do this most often and what are parental views on sharing the bathroom?
- Do any family members bathe/shower together and if so who and in what circumstances e.g. assistance to small children, sexual intimacy?
- Do older siblings help to bathe/toilet younger children?
- Can parents hear what is going on in the bathroom from other rooms in the house?
- Are family members up during the night to use the bathroom?
- What do family members wear to and from the bathroom?
- Environments outside the home e.g. school changing rooms and toilets, leisure centres

Family and Environmental Sexuality

- Are children potentially exposed to sexualised behaviours of older siblings?
- How do parents show affection to each other in front of the children?
- What impact does play such as tickling or wrestling have?
- Has the child/young person unlimited access to TV? If so, what stations are available?
- Is there access to pornographic materials and who can get access to these?
- Are environments e.g. free from confusing sexual images and behaviours?
- Are there other children displaying harmful sexual behaviour/language?
- Are adults in the home using sexualised language towards each other and /or the children

Communication

- What needs to be communicated to the child or young person now and by whom?
- Is anything in the Safety Plan assumed or communicated nonverbally?
- How will parents' model open communication among family members. No secrets will be allowed.
- Are family meetings necessary?
- How will the child or young person contribute towards the review of their Safety Plan?

Social Network and Community

Any child with harmful sexual behaviour continues to be entitled to an education. There is a need to ensure the child within a school community is protected from bullying. Supervision in the community is a more complex issue and the responsibility falls on parents/carers to ensure the child is not placed in a situation where they are at risk of displaying future inappropriate/harmful behaviour.

If the wider community are aware of the sexual behaviour, this could result in retaliation. The family may need support to manage this risk with support from housing.

- Has there been sexual harmful behaviour outside of the home?
- Which professionals or key adults need to be included in the Safety Plan?
- What are the rules / boundaries of socialising with peers e.g. age group, venues, classroom seating arrangements?
- Is the level of supervision needed achievable in current circumstances? E.g. in school can the child leave the classroom.
- What is in the local neighbourhood e.g. parks, schools – are these well-lit?
- Are there any building issues that may increase risk such as layouts of school, communal playgrounds with younger children etc.
- Are there particular activities that increase emotional arousal?
- What are the rules for playing out and going into other people's houses?
- Does being around others increase the young person's stress levels?

Online Safety

- Has the child access to the internet? If so, is this through PC, laptop, games console, mobile phone. Where are these devices located?
- Is there a webcam on the PC? Is there wireless connection?
- What length of time does the child spend on the computer?
- What sites does the child access? Are there any filters/safeguards on computer/laptop?
- Do parents/carers check online activity? How is this checked?
- How can internet access be managed outside of the home?

This tool below, (also featured in intervention list in appendix 1) provides several areas for consideration as part of Safety Plan for online activity.

<https://www.childnet.com/ufiles/Family-Agreement.pdf>

Depending on your child or young person and family's needs, we may need to develop a Safety Plan which sits separately from the main child in need, child protection or child in care plan. This is so it can

be easily understood and accessible to those involved. You may also make use of the risk resolution plan template or support the family to develop their own.

For a Safety Plan to be as effective as possible, and to not limit developmental opportunities for the child or young person, they will need a parent or carer who is able to or can be supported to learn to provide *informed supervision* (Family and Community Services) the parent or carer will:

- Be aware of the child's history of abusive and/ or high-risk behaviours
- Does not deny or minimise the seriousness of abusive behaviours
- Does not allow the child to be in situations that provide access or opportunity for such behaviours to occur, until there is evidence of decreased risk
- Monitors all contact between the child and victim and vulnerable persons, including siblings, peers and past of potential victims.
- Can define and recognise abusive behaviours in daily functioning and in the environment and is aware of the dynamic patterns associated with abusive behaviours
- Has skills to intervene in and interrupt high risk patterns that manifest in the child's daily functioning
- Participate in designing, implementing, and monitoring safety plans for daily activities
- Is aware of the laws defining legal behaviours and relevant reporting requirements and reminds children of such laws as they relate (age dependent).
- Communicates openly with the child, and with other adults involved in the child's life, making accurate observations regarding the child's daily functioning.

References

Children and Young People who Display Sexually Inappropriate and Harmful Behaviour: Wirral Safeguarding Children Partnership

<https://www.wirral safeguarding.co.uk/wp-content/uploads/2019/11/6.3-Children-and-Young-People-who-Display-Sexually-Inappropriate-and-Harmful-Behaviour.pdf>

Children with Problem Sexual Behaviours Safety Plan (CD-215) Instructions

https://dss.mo.gov/cd/info/forms/forminstructions/cd215_instr.pdf

Getting it Right for Children and Young People Displaying Sexual Harmful Behaviours

https://www.argyll-bute.gov.uk/sites/default/files/protocol_-_getting_it_right_for_children_with_sexually_harmful_behaviours_aug_14.pdf

Guidance on HSB for Health Practitioners: NSPCC July 2020

<https://learning.nspcc.org.uk/health-safeguarding-child-protection/harmful-sexual-behaviour-guidance-health>

Safety Planning for Adolescents who Engage in Sexual Abuse Behaviours: Family and Community Services

<https://www.childabuseroyalcommission.gov.au/sites/default/files/STAT.1050.001.0237.pdf>

Appendix 1: Suggested Intervention Sessions for Children

Topic	Activity / Tool	Desired Outcome Impact
Setting the Scene	<p>Talk to child about creating a safe space, establish boundaries (no promises or secrets) write down the rules, encourage the child to contribute their own rules and expectations</p> <p>Check out this quick guide – Eight Ways to Make Sex Education Autism Friendly: https://www.tes.com/news/eight-ways-make-sex-education-autism-friendly</p>	Child understands and agrees to the expectations of the sessions. Shows skill in developing rules and understanding why they are important.
Naming Body Parts	Body Parts can be identified through books designed for this purpose or for example using ginger persons.	This enables the child and worker to have a shared understanding and language of what different body parts are. This will ensure messages/teachings about certain body parts are understood by the child.
<p>Sex is a normal part of life</p> <p>Where have you learnt about sex so far?</p> <p>What have you learnt?</p> <p>What is sex?</p>	<p>Making sure this is an age appropriate introduction introduce this session by establishing sex is a very normal part of life, and a part of life many people enjoy when they get it right for themselves and the other person, if the sexual activity involves another.</p> <p>Explore with the child where they have learnt about sex e.g. friends, school etc. What have they learnt? Capture this in a: 'Helpful and Unhelpful' lists – what was helpful and what wasn't to them.</p> <p>You can write their answers on post its so they can be moved between the two lists.</p>	Starts to open non-judgemental discussion and gives permission and space for child to talk about sex. The worker also gives message that it is okay to talk about sex with them. Also clarifies understanding between child and worker as to what sex is.
<p>What are your views?</p> <p>Review the Helpful and Unhelpful list</p>	Revisit and review the 'Helpful and Unhelpful' list from the previous session	This will give opportunity for child and worker to draw on reflections since the last session. If there is anything they might have considered

	<p>Do they still agree with where they placed sources and learning on the lists? What has changed, why have they changed their view?</p> <p>How has what they have learnt so far made them feel about themselves and sexual activity?</p>	<p>differently and teasing out what this might be demonstrating learning.</p> <p>For example, if they have viewed pornography has it affected the view of their own body and/or what they sexual activity they must engage in.</p> <p>If peers are saying they have had sex, do they feel pressured to engage in sexual activity</p>
Ethical Sex and Relationships Education	<p>This Resource is called The Primary School and Home School Guide: Ethical Sex and Relationships Education for Young Children. It covers bodies and growing up, consent, critical thinking, power and control, grooming, health and unhealthy relationships, online safety, empowerment, and assertiveness.</p> <p>£12.99 https://victimfocus-resources.com/products/the-primary-school-and-home-school-guide-ethical-sex-and-relationships-education-for-young-children-by-dr-jessica-taylor?pr_prod_strat=copurchase&pr_rec_pid=4501705392182&pr_ref_pid=1013493268527&pr_seq=uniform</p>	<p>This tool has advice, exercises, discussion ideas and tasks to work with children between ages 5-11 years old. However, depending on the emotional and development age of the child, they may be useful for working with adolescents to. They have the aim of helping children to understand their social world and learn helpful skills that can be practices in a safe environment.</p>
Continuum of what is abuse and what is not	<p>Using various continuums available – see below, listing behaviours and not the category, what does the child see as abuse.</p> <p>They can put together their own continuum by moving around the behaviours (which can be pre drafted onto post its, laminated cards etc.)</p> <p>Continuum of Harm – Sexual Harassment to Sexual Assault https://www.pdhealth.mil/news/blog/treating-males-who-disclose-sexual-assault-primer-providers</p> <p>Understanding Children’s Sexual Behaviours, What is Healthy and What is Not CSS CSBPGEEn.pdf (gov.pe.ca)</p>	<p>This will give child and worker understanding of what child constitutes as abuse, explore reasons for their positioning on the continuum and be able to (where required) discuss and teach what abuse is.</p> <p>This will also support understanding of what is considered expected normal and healthy sexual behaviour as a child develops.</p>

	Continuum of Sexual Behaviours by Children and Young People Hackett 2010	
Timelines	Supporting a child to consider their life history, in the same way life story work would be carried out. Using wallpaper lining or sheets of paper to explore the child's history, significant events in their life and perceptions and understanding of this.	By having a life story work approach, it recognises the child's experiences across their timeline. This can support a child to understand their behaviours and what was happening for them when behaviours were first shown and/or when incidents occurred in the context of their life. This can contribute towards understanding events, triggers etc.
Body Map – Power Imbalances	Draw around the child (this needs to be considered in the context of the child's needs) on wallpaper roll (they may prefer to sketch out a life size drawing instead). Compare and discuss the size and impact of this to a smaller child size (prepared earlier)	For children who have harmed smaller children, size comparison is helpful for them to understand power and how big they are to the other child. This can help facilitate discussion on power dynamics, imbalance, being frightened or scared
Consent	What is consent? Talk about and list all the different consents there are across the ages. You may want to do question and answer like a quiz style. What does Consent mean again? Book to purchase £14.99 https://www.amazon.co.uk/gp/product/1848193300?t=heritonlin-21#reader_1848193300 There are consent videos to show see as example: Cup of tea video	This introduces the concept of consent and the different types of consent across the age spectrum. Depending on their current knowledge will inform you of their understanding and where this has stemmed from.
Consent Continuum - Permissions	Building on session of consent, introduce a Consent Continuum for touch – through to sexual intercourse.	Get an idea of where their understanding lies, and what attitudes are to different sexual activity.

	<p>Be clear on the need for Yes to consent and anything else does not do. Examples of consent continuum The Consent Continuum RDI Network https://devpolicy.org/inclusion-in-research-and-evaluation-the-missing-15-200708/f1/</p> <p>Quiz on Consent http://www.joyfulheartfoundation.org/blog/quiz-how-much-do-you-know-about-consent</p>	<p>Through discussion - will give messages to child that to seek consent, is brave and respectful.</p>
Masturbation	<p>Introduce masturbation as a normal activity many people enjoy. Areas for discussion:</p> <p>The use of pornography as an aid to Masturbation https://www.nspcc.org.uk/globalassets/documents/advice-and-info/online-pornography-keep-child-safe.pdf</p> <p>https://www.thinkuknow.co.uk/14_plus/Need-advice/Porn/</p> <p>Are they happy with the amount they are doing, what impact does this have or not have on other activities that they might like to do instead?</p>	<p>Children can learn the risks and impact of Porn on understanding and relation to own relationships. For example, the risks involved: addictive, Porn sex not realistic, can give false expectations of sex in real life. Porn sex often takes the emotion out of sex and sometimes the need for consent, it makes it look easy. Can de-sensitising as in needing to engage in more and more extreme viewing to get the same arousal</p> <p>Where masturbation is being used to provide stimulation or emotional regulation – alternative activities can be identified instead and developed into a plan.</p>
Pornography	<p>A full range of resources available from Culture Reframed who focus on building resilience and resistance to hypersexualised media and porn. Resources include books, videos, websites, factsheets, library, reports and podcasts</p> <p>Find Resources on Pornography Here Culture Reframed</p>	<p>Children can learn the impact of pornography on their social, emotional and cognitive wellbeing. Children can learn how prn can shape how we think about gender, sexuality, relationships, intimacy, sexual violence and gender.</p>

Genogram	Developing a genogram with the child can support the activity below in relationships.	A genogram gives a base line and a prompt in which relationships and dynamics within these relationships can be explored.
Relationships	<p>Using a matrix, explore with child who are:</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">N</div> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">P</div> </div> <hr style="width: 100%; border: 0.5px solid black;"/> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">ED</div> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">C</div> </div> <p>Positive relationships (P) Close (connected emotionally) (C) Negative Relationships (N) Emotionally Distance (ED)</p> <p>What positive relationships look like e.g. who do they trust, what does trust look and feel like to them, what creates friendships, what similarities do they have. What makes a relationship negative – e.g. don't like them telling me what to do.</p> <p>Do this for each section and then transfer to context of a sexual relationship – what would this look like then?</p>	This will enable the child to explore relationships and their attributes and how this would look and be reflected in sexual relationships. By highlighting both positive and negatives child will be able to identify and align own behaviours, desires to the different attributes of what makes positive and negative etc. relationships.
What is a sexual relationship?	Building on relationship exercise above, discuss with child what a sexual relationship is. What are the pressures they have on them to be involved in any of it?	Child starts to unpick the difference in relationships, what a sexual relationship looks like when they are healthy.
Emotional Intelligence	Range of worksheets https://www.freekidsbooks.org/wp-content/uploads/2018/10/emotional_intelligence_for_age_8-10-workbook-FKB.pdf https://familyvio.csw.fsu.edu/sites/g/files/upcbnu1886/files/2018-11/Emotional-Intelligence-Handouts.pdf	Emotional intelligence is a range of skills that children of all ages can develop and improve. These are critical for emotional wellbeing and life success. Through these activities, a child can be supported to develop better intrapersonal and interpersonal skills, stress management and general mood.
Choices	Introduce concept of choice through talking about a part of the day where choices are made which lead to action:	Child starts to consider how their choices lead to actions. This is to introduce idea of cause and effect. How they can have better control of their

	<p>Child woke up, chose to get out of bed, chose to eat XX for breakfast, chose to put on certain clothing item.</p> <p>After exploring choice and action, translate this to discussions about choice related to actions against others exploring the link between their choice and the resulting action</p>	<p>choice and bringing in concept of impact on others.</p>
Consequences / Empathy	<p>Building on choices session above, you can explore with child empathy through using different examples of harm and supporting the child to consider impact of this harm. This can be undertaken using story books, videos, images/pictures.</p> <p>This can translate to the impact of harm of their sexual behaviour and introduce victim empathy. Feelings cards can also be used to explore other emotions which might be evoked when thinking about impact on others, whether this is through different non sex related examples or their own behaviour.</p>	<p>The child will have opportunity to explore the impact of choices from the position of a victim. This will open up dialogue of empathy and inform the worker of how the child is able to feel or express empathy. This can also open up to other feelings work and help children name feelings for different circumstances. Depending on the child's situation, this can also facilitate dialogue about feelings towards trauma in own life or when they have been victimised.</p>
Sexting	<p>Various resources online available to discuss Sexting including videos and information on the law – see: https://childlawadvice.org.uk/information-pages/sexting/</p>	<p>Provides information as to both the law, and what to do if asked for nudes. Gives opportunity to explore peer pressure and impact this can have about the photo once the image has been sent.</p>
Online Safety	<p>When online activity is a concern, parents and young people can be signposted to several internet sites- NSPCC, CEOP etc. In addition, there are various tools for exploring online safety on: http://www.socialworkerstoolbox.com/category/cse/online-safety/</p> <p>A family agreement can be drawn up specific to online activity or incorporated within the child's Safety Plan. Here are some suggestions of what should be considered and what can be discussed with children and parents</p>	<p>This gives opportunity to explore, what is the risk both to them and others when using the internet. How do they know who they are talking to, their age? How do they know if they are safe as well as not doing harm to others?</p>

	<p>https://www.childnet.com/ufiles/Family-Agreement.pdf</p> <p>For children and young people with autism, check out this quick guide of risks and benefits of internet us https://network.autism.org.uk/knowledge/insight-opinion/autism-and-internet-risks-and-benefits</p> <p>Online Safeguarding: The Dark Web – what is the dark web, how young people might use it and what to do if you have safety concerns. What Is the Dark Web? The Children's Society</p>	
Digital Wellbeing	<p>This digital wellbeing resource is a tool for young people aged 11+ that is accompanied by guidance for professionals. Understand & Improve your Digital Wellbeing SWGfL</p>	<p>This will support young people to feel more in control, have more fun and learn ways to keep happy and safe, either when gaming or on social media.</p>
Sexism and Misogyny	<p>Sexism and Misogyny flashcards can be used to help the child identify, discuss, challenge and process social and personal beliefs of misogyny, inequality, oppression, and sexism towards women. Victim Focus Resources - £19.99 https://victimfocus-resources.com/products/sexism-and-misogyny-flashcards-and-resource-pre-order?pr_prod_strat=copurchase&pr_rec_pid=1015803936815&pr_ref_pid=1013493268527&pr_seq=uniform</p> <p>Facilitate a discussed on how media portray male/ female roles, consider what is helpful/unhelpful, you can create a poster on each (lots of cutting out and pasting from magazines etc. also makes it easier to hold difficult conversations), watch clips of films.</p>	<p>This exercise can support children where there is victim blaming and sexist attitudes being presented. The exercise is designed to challenge these views and contribute towards changes of attitudes towards woman (and others) and about one's self.</p>
Healthy Relationship Awareness	<p>This resource is designed for classroom discussions but can be easily adapted to one to one session. These suggested activities cover:</p> <ul style="list-style-type: none"> • Healthy Relationship Awareness 	<p>This is decided older children but can also been used for primary school if adapted. This enables the child to explore different aspects of</p>

	<ul style="list-style-type: none"> • Health or Unhealthy Friendships • What makes a romantic relationship healthy and respectful? • Knowledge check <p>https://www.safe4me.co.uk/wp-content/uploads/2017/07/S-Healthy-relationships-Main.pdf</p>	relationships and different relationship types. It allows for both, discussion, and direct work, exploring knowledge and opportunity to build understanding and reflection on appropriate social and sexual behaviours.
Teen Relationships	<p>This tool: The Teen Relationship Workbook helps to develop healthy relationships, although elements of it are to prevent domestic violence, this can easily be adapted to consider harm in other ways. There are 68 worksheets covering:</p> <p>Evaluating Your Relationship Understanding Abuse Social Influences Building Healthy Relationships Making Good Decisions</p> <p>https://www.cheshirewestscp.co.uk/wp-content/uploads/2017/06/Teen-Relationship-Workbook.pdf</p>	These worksheets can help children recognise signs of relationship abuse, for some children they be considered both harmers and victims. It explores sexual abuse in intimate relationship and values, beliefs, and attitudes about gender roles. The outcome is for the child to feel more empowered to make positive, health decisions about their own intimate relationship.
Children’s Strengths and Identity	<p>These tools and ideas provide opportunity to explore children’s self-esteem and how they view themselves. There a lots of direct work tools that can be used with all children regardless of how they have come to our attention. Here are a couple of suggestions:</p> <p>18 Self Esteem Worksheets and Activities for Teens https://positivepsychology.com/self-esteem-worksheets</p> <p>https://teacherworksheets.co.uk/sheets/self-identity</p>	Children who have displayed harmful sexual behaviour may have low self-esteem, poor self-identity and carry feelings of guilt and shame. For children to understand and change their behaviour, we need to build on their strengths, to start this, children need to be able to identify what these are, to build confidence and self-worth. This is a holistic approach to seeing the child as separate from the harmful behaviour.
Building a good live – what do you want in your live in 1, 2 or 3 years etc.	<p>This can be a combination of worksheets, goal setting, aims, drawing that we can be designed alongside the child. Explore and discuss what needs to happen for their goal to be achieved. What do they need to do, change, what do others need to do and change?</p>	This builds in aspiration for children and enables them to consider a future without harmful sexual behaviour. What would life look like for them, this enables children to be agents of change and

		have a sense of ownership of their own choices and future.
Emotional Regulation	<p>Various options to explore e.g. Childline Calm Zone https://www.childline.org.uk/toolbox/calm-zone/</p> <p>Mindfulness, relaxation, and yoga videos for kids (please check these prior to showing to young person) http://www.socialworkerstoolbox.com/mindfulness-relaxation-yoga-videos-kids/</p>	This can explore different opportunities for children to think about their emotional regulation. Triggers for upset and creating a toolbox to go to when they feel they are struggling.
Behaviour Regulation	<p>For young people with learning difficulties and social communication difficulties, or young people who frequently display inappropriate behaviour in public places where it may be difficult to discuss their behaviour openly, it may be beneficial to put together a coding system (for example based on traffic lights). This can help to communicate to the young person when their behaviour is appropriate (green) and when it is not (red) or when it is beginning to look like it might become inappropriate (amber). Spend time exploring with child, what different behaviours would be graded red, amber, and green, link this to the Brook system and the common behaviours the child displays.</p>	Incidents of red, amber, and green behaviour can be linked to consequences and rewards and can be tracked in a visual format for the child to monitor their progress. It provides immediate response and guidance when needed preventing behaviour from occurring and promoting understanding of rules and boundaries.

Suggested Intervention Sessions for Parents and Carers:

Several the sessions outlined for children and young people above can be adapted for use with parents, the list below suggests some additional sessions that can be delivered.

Topic	Activity / Tool	Desired Outcome Impact
Introduction	<p>When working with parents, introduce the overall aims of the sessions and recognise the following:</p> <ul style="list-style-type: none"> • It can be a difficult subject for people for different reasons • If breaks are needed, to pause or reflect, this will be facilitated • Roles and Responsibilities for child’s behaviour and expectations related to the behaviours – where Safety Plan is already in place, go through this as a recap. • Where parenting capacity or parent child relationships are identified as a concern, these should be recapped, but this conversation should first highlight the strengths. 	<p>This will introduce the session and expectations. It offers clarity, transparency, and the balance between support, safeguarding and change that might be required.</p>
Safety Plan	<p>The Safety Plan will have been developed at the beginning of the interventions to order safeguards are in place. The impact of the Safety Plan and any strengths and barriers to success should be discussed with the parent at the beginning of each session.</p>	<p>By discussing the impact of the Safety Plan the worker will have a sense of parent’s ability to enforce the rules and expectations in the plan, or not. This allows for challenge, advice, guidance, and support to be offered as required and informs assessments on parenting capacity.</p>
Signs and Levels of Harm	<p>What are the signs of harmful sexual behaviour? What is their understanding of these signs?</p>	<p>This provides a baseline for parents to be educated on what society assesses and accepts as harmful. Through the</p>

	<p>Using various continuums available – see below, listing behaviours and not the category, what does the parent see as abuse.</p> <p>Continuum of Harm – Sexual Harassment to Sexual Assault https://www.pdhealth.mil/news/blog/treating-males-who-disclose-sexual-assault-primer-providers</p> <p>Understanding Children’s Sexual Behaviours, What is Healthy and What is Not CSS CSBPGEn.pdf (gov.pe.ca)</p>	<p>exercise of placing the behaviours on the continuum, it will provide both parent and work with opportunity to explore and reflect as to why they have measured behaviours in such a way (whether these are correctly placed or not).</p>
Sexual Abuse Learning Programme	<p>Parents Protect - Sexual Abuse Learning Programme. Series of 10 videos covering several topics https://www.parentsprotect.co.uk/sexual-abuse-learning-programme.htm</p> <p>Mothers of Sexually Abused Children - This website is a resource for parents of children who have been sexually abused. They have several factsheets to support parents in responding appropriately to disclosures; supporting their child in the aftermath of abuse; and, the legal process. They also have booklists for children and young people who have been abused and their non-abusing parents. www.mosac.org.uk</p>	<p>This sexual abuse learning programme is a series of videos that covers a range of topics to increase awareness and understanding of sexual abuse and warning signs. Understanding child sexual abuse, inappropriate behaviour, warning signs, online safety and more.</p>
Pornography	<p>A full range of resources available from Culture Reframed who focus on building resilience and resistance to hypersexualised media and porn. There is a free Program for parents of Tweens and Program for Parents of Teens. These included guided conversations to have with children and adolescents, online learning, resources and links to support mental health and community engagement and step by step</p>	<p>Parents can understand and contribute to their child’s development of resilience and resistance to hypersexualised media and prn while promoting their healthy development.</p>

	<p>modules to help parents understand the impacts of hypersexualised culture and how to support your teen.</p> <p>Build Your Kids' Resilience to Hypersexualized Media, Porn (culturereframed.org)</p>	
Genogram	<p>Use the family genogram to explore relationships within the family and the dynamics. How does this compare to the child's one? Discuss with the parent the differences that may occur between the two.</p>	<p>Through comparing genograms and child / parent's perception of these</p>
Accountability / Responsibility	<p>Using the Harmful Sexual Behaviour Prevention Toolkit, divide the various sections across several sessions with the parent/carers to ensure these are undertaken in a timely but appropriate pace for them to fully understand. Explore with parents their strengths and development areas in respect of:</p> <ul style="list-style-type: none"> Open communication with children Create a safe environment Providing education Balancing rights and responsibilities <p>https://www.stopitnow.org.uk/wp-content/uploads/2020/09/Stop-It-Now-harmful-sexual-behaviour-prevention-toolkit-Sept-2020.pdf</p>	<p>This will provide a mixture of learning, reflection, and consideration of different parenting strategies that they can employ to safeguard their child and reduce harmful behaviours. This may contribute towards Safety Plan reviews as well as parenting assessments.</p>
Cultural Genogram	<p>Support the parent to put together a genogram. Discuss with the parent members of the family and use this as a tool to unpick relationships and family dynamics. The culture of the family is explored which can help to identify family cultures and norms – such as several family members have had children in adolescent years and therefore sexual activity had become normalised for this family</p>	<p>This tool can be used to understanding family cultural and how this might influence the child's behaviour and understanding of social norms. It also enables to compare and contrast to the child's genogram and identify who is important to them, which relationships are positive to help develop a network of support around the child. It can also be used to challenge some of the perceptions or beliefs within the immediate and wider family.</p>

Timeline	<p>Using a timeline or chronology, this can be undertaken using pens, paper, computer. The worker can discuss, as they would do with a young person how they want to map out the journey. Asking curious questions as to their different memories, significant events and their thoughts and reflections on these and how this might influence their ability to safeguard and support the child with their behaviour now and in the future.</p>	<p>The exercise can explore the child’s journey throughout their life, opening discussions on experiences, trauma, emotional and development needs, or you may want to focus on particular periods or events. This may highlight triggers, persons of concern, persons being around during particular incidents and can inform Safety Planning and supporting the child to recognise own triggers.</p>
Having Conversations with Children through the use of Books	<p>Using books can help parents start having conversations with children. In the session (having purchased said book) support the parent to read the material and understand the messages the story is to convey. Support the parent to consider how to introduce these books to the child and what reflective questions they may ask after. Parents Protect - Books to share with children</p>	<p>This provides a tool and empowers parents to have discussions and reflections with their children. These stories can be a springboard to further conversation, discussion and continued teaching and learning.</p>
Support Line	<p>Parent’s against Child Sexual Exploitation UK. Pace offers one-to-one telephone support, national and local meet-ups with other affected parents and information on how parents can work in partnership with police and social care. They have an online forum and an advice centre and they accept referrals from professionals as well as parents themselves. www.paceuk.info</p>	<p>Parents can independently access support and be part of a forum of other parents with lived experience of their children being exploited.</p>
Online Safety	<p>Website offering advice to children, young people, parents/carers and professionals about keeping children safe from harm on the internet and through other technology. Useful links for children and young people according to age range. https://www.thinkuknow.co.uk -</p> <p>An internet portal which aims to direct parents and carers to credible information on how to keep children safe online. www.internetmatters.org</p>	<p>Range of resources for parents to learn about online safety recommended by the Centre of Expertise on Child Sexual Abuse. These can be looked at by parents with professionals or on their own and provides a sustainable resource in which parents can access at different times to refresh, update and seek advice.</p>

	<p>Partnership of 3 leading organisations: Childnet International, Internet Watch Foundation and SWGfL, to promote the safe and responsible use of technology for young people. The centre has 3 main functions: (1) to provide advice and support to children and young people, parents and carers, schools and the children's workforce; (2) Helpline: to provide support to professionals working with children and young people with online safety issues, and (3) an anonymous and safe place to report and remove child sexual abuse imagery and videos, wherever they are found in the world. https://www.saferinternet.org.uk/</p> <p>A website offering information and advice about keeping your children safe online. https://www.childnet.com/parents-and-carers</p> <p>Help young people and their parents understand how mobile phones, instant messaging, and online profiles digital extensions of who we are. It aims to provide young people with information the tools to help people think about what is or is not okay in their digital relationships and the tools to resist peer pressure. www.thatsnotcool.com</p> <p>Provides parents and teachers with practical tools to help them choose what content their children see online. Look out for the video tips on how to set up safe searching on Google and YouTube. www.google.co.uk/familysafety</p> <p><i>Advice for parents of children with special needs:</i></p> <p>Learning Disabilities, Autism, and Internet Safety: A Parent's Guide This guide has been produced by Cerebra for children with special needs. www.cerebra.org.uk -</p>	
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Appendix 2

Access to Specialist Services for Children Who Display Harmful Sexual Behaviour

