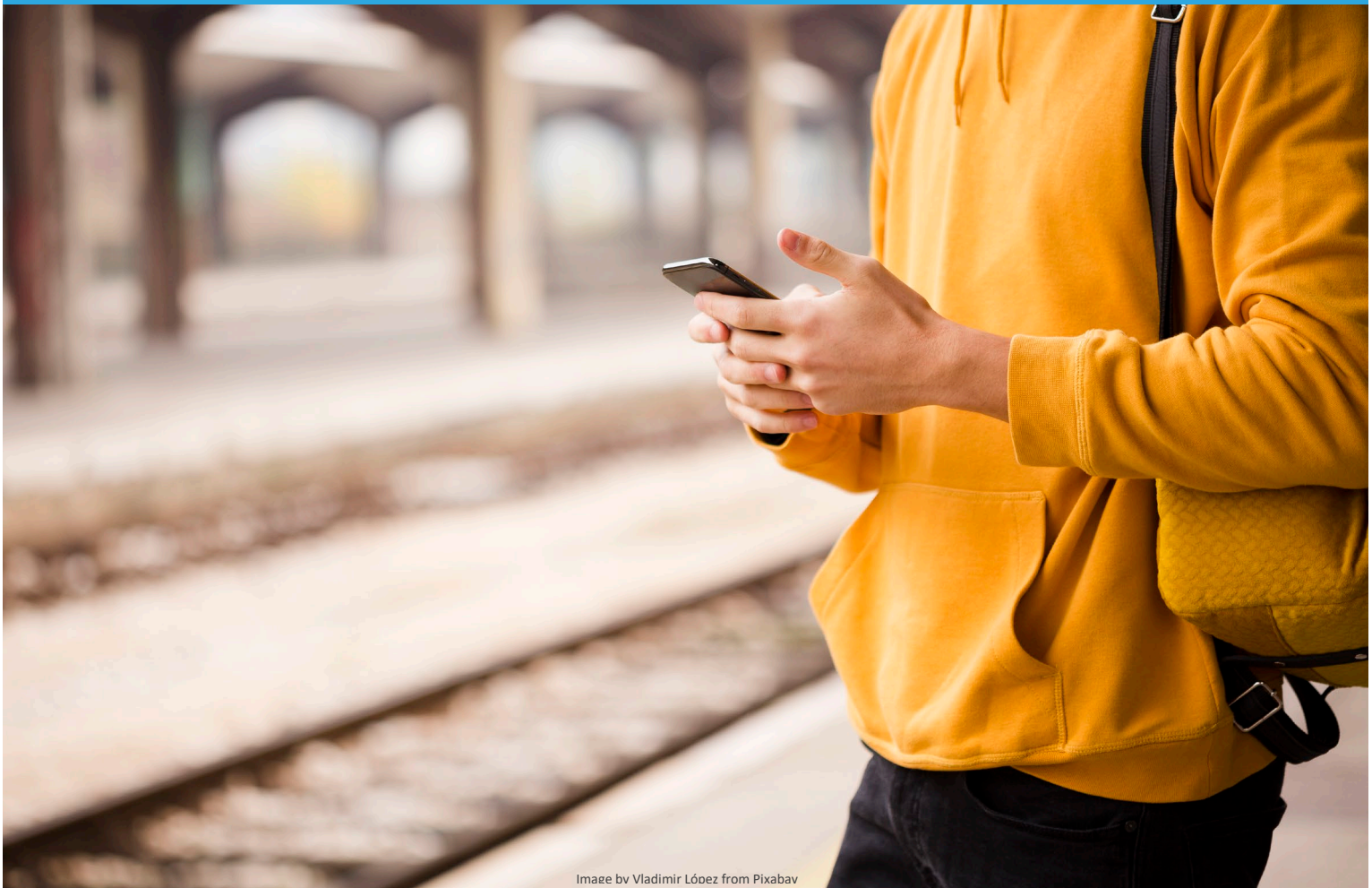


Responding to Problematic Sexualised Behaviour in children and young people

Guidelines for staff working in NSW Catholic Schools

2nd edition, revised November 2020



Important Note

Education authorities are required to take steps to ensure the health, safety and welfare of all students, employees and visitors on school sites. This duty of care cannot be delegated, and breaches can result in prosecution.

When identifying and responding to problematic sexualised behaviour (PSB) consideration must be given to the nature and extent of the behaviour and the factors that may contribute to such behaviour occurring in schools.

As PSB covers a broad spectrum of behaviour (from developmentally inappropriate to criminal) a range of intervention is needed.

PSB involves the identification of the concerning behaviour, proper assessment of the situation and intervention tailored to meet the needs of the children and young people involved. Response often requires a case management approach.

Low level PSB can often be managed according to regular school behaviour management plans.

Where children or young people exhibit harmful PSB it is advisable that a more specialist risk assessment & management plan (RAMP) be used. An example can be found in the Appendix. In such cases appropriate therapeutic intervention should be sought from specialists outside the school setting.

Acknowledgements

These guidelines and associated materials were developed by members of the NSW Catholic Systemic Schools Child Protection Practitioners Group and the Heads of Counselling Network.

They were adapted from the Catholic Education Commission NSW (CEC) *Responding to children and young people with sexual behaviour problems support manual* (2011) .

We would like to acknowledge all those involved in development of the original documents.

The Sexualised Behaviour guidelines were updated to incorporate recommendations from the Final Report of the Royal Commission into Institutional Responses to Child Sexual Abuse. 2013—2017.

When printing these guidelines please **use a colour printer** to allow for identification of the colour coded flagging system.

Disclaimer

These guidelines do not constitute or replace formal legal advice. Care has been taken to ensure the guidelines reflect best evidence-based practice and are consistent with relevant statutory provisions.

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1. Introduction

Problematic sexualised behaviour (PSB) in children and young people is a significant issue for school staff. The Royal Commission into Institutional Responses to Child Abuse found that often adults struggled to recognise, react and respond to PBS; must be better informed about children's sexual and psychological development (Vol 10 p 10) and be better able to identify harmful sexual behaviours.

The following guidelines are designed:

To provide practical advice on how to identify, report and respond to sexualised behaviour in children and young people

To assist school staff to gain increased awareness of children's psychological and sexual development

To support school staff to fulfil their duties under occupational health and safety legislation.

To seek optimal educational outcomes.

The guidelines reflect evidence based best practice and draw upon current research highlighting internationally recognised norms (eg the continuum of sexual behaviours for children 0 – 17 years) and the common law duty of care. It is hoped they will be used to inform school policies and procedures.

- **Sample forms and templates can be found in the Appendices.**

Note: These guidelines are not to be used in instances where an adult is involved or engaged in sexual misconduct. In such circumstances staff should refer to relevant school or diocesan child protection policies. NSW Police should be called in cases constituting criminal behaviour.

2. Principles

The human person is the clearest reflection of God's presence in the world.

Catholic social teaching is designed to protect and promote the dignity of every person.

The nature of the sexual behaviour and its impact on others will determine how all persons involved are responded to, including any need for statutory interventions and/or restorative practices, both spiritual and psychological.

The circumstances of all cases will require careful discernment and consideration.

The following principles should underpin any response to children and young people who exhibit PSB

- the safety, welfare and wellbeing of children and young people is the paramount principle which must guide all intervention.
- All children and young people are created in the image of God and have an inherent and inalienable dignity as human persons.
- All children and young people will be respected, and their views considered, when decisions are being made about them.
- The development of healthy and appropriate sexuality is necessary for holistic development of personality.
- Sexual activity is an expression of love and properly reserved to marriage.
- Concerning sexual behaviour will not be accepted in any Catholic school. Schools will act to protect children and young people from PSB .
- A balance must be sought to ensure that the Christian principles of justice and forgiveness are applied in an appropriate way which is fair and reasonable to all parties.
- All applicable legal requirements and duties must be complied with e.g. mandatory reporting to the Department of Communities and Justice, (DCJ) Child Protection Helpline and/or reporting to Police.

Parents and students

- Catholic schools acknowledge parents as the primary educators of their children
- Consideration should be given to the rights and responsibilities of parents/caregivers and their views should be considered.
- Catholic schools acknowledge that child safety is a shared responsibility and work with parents to educate their children and set clear standards of behavior designed to keep all members of the school community protected
- Staff must carefully consider a parent/caregiver's viewpoint when they are informed about an incident involving their child but are not necessarily required to adopt suggestions or requests from parents.
- While parent cooperation is generally sought, an exception may be made in cases where it is reasonably considered that disclosure will result in further risk of harm to the child or young person or will pose significant risk to others.
- Children and young people have the same rights as adults under the *Privacy Act 1988* (Cth) and the *Australian Privacy Principles*. Where a child has the capacity to consent (generally presumed for children 15 years and older) to disclosing personal information to their parents, it may be appropriate to seek the child's views and take them into consideration prior to notifying parents.

- In cases where parents are separated and continue to share parenting responsibilities, both parents would usually be informed of matters relating to PSB unless the school is aware of Court Orders or other compelling information that would support the exclusion of a parent from participating in the processes.
- Confidentiality is advised in these matters and all requirements imposed by privacy legislation must be observed.
- Schools are encouraged to work in partnership with parents to raise awareness of developmentally appropriate behaviour and the impact of exposure to inappropriate sexual material including social media.

For an Information sheet for parents regarding problematic sexual behaviour refer to Appendix 2

Catholic School Communities

Catholic schools in NSW are committed to creating child-safe environments where the safety, wellbeing and dignity of all children is paramount.

- Catholic schools support the moral teachings of the Church.
- While sexual behaviour in children and young people is acknowledged as a normal part of human development, responding to such behaviour requires discernment and pastoral sensitivity. School principals/staff may need to seek expert advice and specific guidance when dealing with matters involving PSB.
- Child protection and abuse prevention are the responsibility of the whole community. While privacy principles apply, reasonable consideration should be given to seeking guidance from specialist staff in diocesan Catholic Education offices &/or the Parish Priest where appropriate.
- Where staff become aware of a child or young person exhibiting PSB they have an obligation to identify protective strategies and develop and implement a plan to assist in the management of that behavior in order to minimize the risk of further harm occurring.
- Where PSB is identified staff should use these guidelines in conjunction with the Mandatory Reporter Guide (MRG) (<https://reporter.childstory.nsw.gov.au/s/>)
- Where PSB is unlawful or may involve child protection issues the matter must be reported to the appropriate legal authority in a timely manner.
- School authorities must cooperate with any investigation.
- It is a **criminal offence** not to report child abuse or provide material information to NSW Police that would assist the apprehension or prosecution of an offender.
- In serious circumstances where it is considered that a child or young person's ongoing participation in Catholic education is not reasonably practicable, (eg, they require a different or more specialist setting) consideration should be given to the least intrusive options for intervention which recognize and support the individual students needs and prevent further harm occurring.
- Catholic schools will provide appropriate professional development to assist staff to identify PSB; assess the level of concern; report, respond and assess risk, in accordance with their legal obligation and duty of care.

3. Definitions

Term	Meaning
Capacity	<p>The ability or competence of a person or body to act.</p> <p>There is a presumption at common law that: (i) a child under the age of ten years lacks the capacity to commit a criminal offence; (ii) a child 15 years and over has the capacity to voluntarily agree.</p>
Child	<p>A person who is under the age of 16 years.</p> <p>This is the definition provided for in the <i>Children and Young Person's Care and Protection Act 1998 (NSW)</i> and is the definition relied upon for the purposes of this document.</p> <p>NB: Under some legislation a child may be defined as a person under the age of 18 years eg, section 91C <i>Crimes Act 1900 (NSW)</i>.</p>
Commonly encountered sexual behaviour	<p>Sexual behaviours considered to be age appropriate and a normal part of a child's learning and development. This may include touching own genitals; conversation between peers or similar age siblings about genitals; interest in toilet function; pretend play (<i>show me yours/ I'll show you mine, playing doctor</i>) imitating seduction (i.e. kissing, flirting)</p> <p>Key characteristics of this behaviour include: (i) no intent to harm (ii) no power differential</p> <p>For more information on the continuum of sexual behaviours for 0 – 17yrs refer to pages 13-16 of these guidelines.</p>
Chapter 16 A	<p>Chapter 16A establishes a scheme for information exchange between prescribed bodies of which schools are included.</p> <p>You can request information relating to the safety, welfare or wellbeing of a student to assist in assessment or behaviour management planning.</p> <p>Letter template is here: https://www.facs.nsw.gov.au/download?file=336193</p>
Department of Communities and Justice (DCJ)	<p>NSW Department of Communities and Justice, (formally known as Department of Family and Community Services) is the lead agency in the new Stronger Communities Cluster</p> <p>https://www.facs.nsw.gov.au/about/who</p>
Duty of Care	<p>All school staff have a duty of care to take reasonable steps to minimise the risk of harm to students in their care. This includes preventing child abuse from occurring in schools. This duty remains the responsibility of the school and cannot be delegated. In some circumstances, a school's duty of care will extend beyond school hours and outside of school grounds. School staff must comply with legislation and prevention initiatives.</p>
Parent/Carer	<p>A natural or adoptive mother or father; or person primarily responsible for the care and maintenance of a child or young person (whether or not that person has day-to-day responsibility).</p>

Term	Meaning
Part 5A (Education Act NSW 1990)	Part 5 A empowers a school to obtain information relevant to the assessment and management of risk posed by a student's violent behaviour from other schools as well as other relevant agencies in order that the risk can be assessed, eliminated or controlled.
Person affected by behaviour	A child or young person exposed to concerning sexualised behaviour.
Problematic sexual behaviour (PSB)	Behaviour outside what is considered normal development or age appropriate . PSB can be difficult to identify however it is generally considered to be abusive when the following exists: a clear age difference, a power imbalance, lack of consent, inequality or coercion
Risk Assessment & Management Plan (RAMP)	A RAMP assesses the level of risk caused by a student's problematic behaviour and includes a management plan aimed at reducing that risk. See Appendix 6.
Risk of significant harm (ROSH) report	If staff have concerns that a child or young person has or may suffer significant physical, sexual, psychological or emotional harm; ill-treatment or neglect (as a result of what is being done or not done by another person), they must report their concerns to the Department of Communities and Justice (DCJ) in accordance with section 24 of the <i>Children and Young Persons (Care and Protection) Act 1998</i> (NSW)
Sexting	<p>Sexting is sending or receiving messages or images that have sexual content via technology such as a phone, app, email or webcam. Sexting can be a way to explore sexuality, trust, boundaries and intimacy however it can also be used to bully, blackmail and exploit.</p> <p>Sexts can involve words, photos or videos such as:</p> <ul style="list-style-type: none"> • a message or post written with sexual language; • nude or semi-nude photos/videos; • photos/videos of sexual acts; • live chats with someone on webcam involving sexual acts; • screen-captured photos/videos recorded from webcam. <p>For more info: https://kidshelpline.com.au/teens/issues/sexting</p>
Sexualised behaviour	Sexual behaviour is a normal part of development and is ongoing through a person's life.
Sexually abusive behaviour	Any sexual act or threat that causes harm, or to be frightened or fearful, including concerning sexual behaviour and sexual responses that involve abuse of power over another child or young person. Sexual abuse is a crime and should be reported.
Young person	(In NSW) a person aged 16 years but under the age of 18 years.

4. Overview - Framework for Intervention: Sexualised behaviour

Identifying behaviour

What is the specific behaviour(s) of concern? Refer p 10-11
By whom?

Assessing behaviour

Could it be considered commonly encountered? Refer pp13-16
Where & when is the behaviour happening?
Are there additional factors to consider? Refer p17

Level of concern Flag system

- **Blue flags** commonly encountered behavior, considered low level
- **Yellow flags** not commonly encountered; constitutes elevated level concern
- **Red flags** seriously unacceptable behavior; constitutes high level concern

Responding to behaviour

- Initial school response (p18)
 - * Appoint a school based case manager to assist
- * Systemic schools must contact CEO/CSO Child Protection or safeguarding staff for advice
 - Managing risk and safety support plans (p22-28)
 - Template for documentation & assessment (Appendix 6)
 - Do you need to involve professionals outside the school?
 - Do you need to REPORT ?

5. Identifying the behaviour of concern.

School staff may sometimes be the first adults a child or young person will confide in concerning problems or incidents of sexualised behaviour and/or sexual abuse. Similarly, staff may be the first to notice behaviour that is not developmentally appropriate, be it sexual or destructive.

Step 1: Identify the behaviour of concern

Name the behaviour that is problematic

Does it pose a risk? Who to?

Step 2: Analyse the context of the behaviour

Purpose, triggers, place, time.

- Consider other contributing factors (see page 17 for Additional factors information sheet).

Talking to a child/young person

Great caution must be exercised when interviewing a child or young person who may have committed a criminal offence, as any statement, admission or confession made by the child or young person could, if admissible, be used as evidence in court.

It is important that all conversations are documented and must not impede any potential investigation by NSW Police or DCJ.

In some cases, grounds will exist for making of a risk of significant harm (ROSH) report to the DCJ Child Protection Helpline. (<https://reporter.childstory.nsw.gov.au/s/>)

When talking to a child or young person about PSB they should not be interrupted while making disclosures.

Staff should only ask **open** questions, eg. “What happened next?” or “What do you mean?” (as opposed to closed questions such as “Was it Tom Smith?” or “Did you say no?”)

It’s best to avoid questions that may be considered leading or suggestive. A leading question suggests a certain answer e.g. “Johnny hurt you, did he?” (see Appendix 3 for sample questions)

NB: A prompt and timely response is required when information is first received about sexualised behaviour involving a child or young person.

Note: It is critical that any actions, especially questions asked and conversations with those involved be undertaken in a manner that will not contaminate evidence that may be needed to provide for the ongoing protection of children and young people or criminal action.

6. Identifying Level of Concern: PSB Flag System

The Flag system:

The flag system uses three colour coded flags to assist you to determine the level of concern. These have been adapted from the Sensoa Flag System (an international framework) to use in Catholic schools and act as a guide for determining the relative seriousness of sexual behaviours.

The three colour coded levels are:

- **blue flags** - commonly encountered behavior, considered low level
- **yellow flags** NOT commonly encountered, considered elevated level of concern
- **red flags** SERIOUSLY unacceptable behavior, considered a high level of concern

<p>↳ Blue Flags (LOW)</p>	<p>Commonly encountered behaviours that can be of some concern and are inappropriate in a school setting. When reported they require a pastoral and protective response, in accordance with the internal procedures of the school.</p> <p>This provides an opportunity to explain, teach and support.</p> <p>Unless the behaviour is repeated (becomes a pattern) discretion may be used to determine whether parents or caregivers need to be informed.</p>	<p>Behaviour that is:</p> <ul style="list-style-type: none"> • among equals in terms of age, size and ability; • spontaneous, mutual and consensual; • explorative developmentally; • curious & balanced with other aspects of life & learning; • usually easy to redirect.
<p>↳ Yellow Flags (ELEVATED)</p>	<p>Behaviours that activate an elevated level of concern. Yellow flag behaviours require pastoral intervention, (eg behaviour support or safety plan) monitoring; may involve risk assessment &/ or a therapeutic response (eg school counsellor or external clinician) Some behaviours may need to be reported to external authorities. (eg DCJ)</p> <p>Parents or carers should be notified and invited to contribute to the plan unless disclosure is likely to result in further risk of harm to those involved.</p>	<p>Concerning due to behaviour that is:</p> <ul style="list-style-type: none"> • intense, persistent, frequent and prolonged • shows knowledge outside age or stage appropriate development • a risk to self and/or others • unequal in power and control (i.e. age, size, development)
<p>↳ Red Flags (HIGH)</p>	<p>Serious behaviours that raise a high level of concern and require immediate action. Behaviours may require reporting to external authorities.</p> <p>Red flag behaviours require a pastoral response, appropriate assessment and specialist or therapeutic intervention.</p> <p>If criminal behaviour is suspected or established, reports should be made as soon as practicable to the appropriate authorities (eg Police, DCJ). In such cases the school must cease enquiries until the appropriate authority advises otherwise. Parents or carers should be notified but schools should seek guidance from the relevant authorities about how & when the notification occurs.</p>	<p>Harmful/problematic behaviour is:</p> <ul style="list-style-type: none"> • inappropriate for age or stage of development • a risk to self/or others • inclusive of additional concerning factors <ul style="list-style-type: none"> - power and control - apparent cooperation/compliance - coercion - violence, abuse etc

For more information on what constitutes commonly encountered, concerning and harmful behavior for children from 0 – 17 years refer to pages 13-16.

It is important that PSB is identified early. Findings from the Royal Commission into Institutional Responses to Child Sexual Abuse found that early identification, appropriate assessment and a therapeutic response tailored to the needs of a child or young person was more likely to result in PSB ceasing.

The Royal Commission also reported that research about children with harmful behaviours indicates a low rate of recidivism. (Royal Commission into Institutional Responses to Child Sexual Abuse p 11)

Note: Before disclosing details of sexual behaviour to a parent/caregiver, some consideration should be given to whether the child or young person consents, has capacity to consent and whether disclosure would result in further harm. At all times, the safety, welfare and wellbeing of all children and young people is the paramount principle which must guide all intervention.

7. Continuum of Sexual Behaviours for Children 0 to 4 Years

Adapted and modified from Ryan, G. (2000) Childhood Sexuality: A decade of study. *Child Abuse & Neglect*, 24(1), 33-48 and True Relationships and Reproductive Health (2015) Sexual Behaviour in Children & Young People: A guide to identify, understand and respond to sexual behaviours, <https://www.true.org.au/ArticleDocuments/337/Traffic%20LightsBrochure.pdf.aspx?Embed=Y>

 Blue Flags: Commonly encountered/typical behaviours that may require pastoral intervention (LOW)	 Yellow Flags: Behaviours requiring an elevated level of concern and pastoral intervention (ELEVATED)	 Red Flags: Serious matters requiring a high level of concern and immediate action (HIGH)
<ul style="list-style-type: none"> • genital or reproduction conversations with peer or similar age siblings • comfortable being nude in presence of others • body touching and holding own genitals • unselfconscious masturbation without penetration • curiosity about body parts and functions • wanting to touch familiar children’s genitals during play, toilet or bath times • Show me yours/I’ll show you mine with peers • Curiosity and wanting to touch genitals, breast or bottom of familiar adult (eg. In bath) 	<ul style="list-style-type: none"> • preoccupation with masturbation • preoccupation with sexual behaviours • explicit sexual talk, art or play • following others into private spaces (toilets, bathrooms) to look at them or touch them • attempting to expose the genitals of others (i.e. pulling skirts up or pants down) • preoccupation with touching the breasts, bottom, or genitals of other children • attempting to touch or touching adults on the breasts, bottom, or genitals in ways that are persistent and/or invasive • touching the genitals/private parts of animals after redirection • precocious sexual knowledge • simulating foreplay with dolls or peers with clothing on (i.e. petting, french kissing) 	<ul style="list-style-type: none"> • masturbation which causes harm to self or is persistent nature or duration or involves penetration • mutual masturbation or group masturbation • persistent explicit sexual themes in talk, art or play • simulating sexual touch or sexual activity • persistently touching the genitals/private parts of others • forcing other children to engage in sexual activity • sexual behaviour with others, dolls or animals involving penetration with objects • Sexually explicit conversations between persons of a significant age difference

Note:

In some circumstances, behaviour will be unlawful and will require immediate action. In some circumstances behaviour will constitute grounds for making a report of risk of significant harm (ROSH) to the Department of Communities and Justice (DCJ) Child Protection Helpline and/or making a report to Police. Reference should be made to the [Mandatory Reporter Guide/Childstory](#) for assistance with decision making.

Any personal information collected must be managed in accordance with the *Privacy Act 1988* (Cth) and the Australian Privacy Principles.

Continuum of Sexual Behaviours for Children 5 to 9 Years

Adapted and modified from Ryan, G. (2000) Childhood Sexuality: A decade of study. *Child Abuse & Neglect*, 24(1), 33-48 and True Relationships and Reproductive Health (2015) Sexual Behaviour in Children & Young People: A guide to identify, understand and respond to sexual behaviours, <https://www.true.org.au/ArticleDocuments/337/Traffic%20LightsBrochure.pdf.aspx?Embed=Y>

 Blue Flags: Commonly encountered/typical behaviours that may require pastoral intervention (LOW)	 Yellow Flags: Behaviours requiring an elevated level of concern and pastoral intervention (ELEVATED)	 Red Flags: Serious matters requiring a high level of concern and immediate action (HIGH)
<ul style="list-style-type: none"> • increased sense of privacy • body touching and holding own genitals • masturbation, usually with awareness of privacy • looking at or touching the bodies of familiar children and looking (show me yours and I'll show you mine", playing 'family') • interest about sexuality (questions about babies, gender, relationships, sexual activity) • imitating seduction (i.e. kissing, flirting) • use of dirty words or jokes within cultural or peer group norm • use of mobile phones and internet in relationships with known peers 	<ul style="list-style-type: none"> • preoccupation with masturbation • preoccupation with sexual behaviours • explicit sexual talk, art or play • attempting to expose the genitals of others (i.e. pulling skirts up or pants down) • touching the genitals/private parts of animals after redirection • precocious sexual knowledge • simulating sexual behaviour beyond developmental age with others (children and adults) • persistent questions about sexuality • persistent nudity and/or exposing private parts in public 	<ul style="list-style-type: none"> • masturbation which causes harm to self or is persistent nature or duration or involves penetration • persistent bullying, degradation or humiliation with sexually aggressive themes • sexual activity and/or conversations with others that involves imbalance of power, aggression, coercion or force) • persistent explicit sexual themes in talk, art or play • simulating or participating in sexual touch or sexual activity • touching the genitals/private parts of others (including sneaking into rooms while sleeping) • forcing other children to engage in sexual activity • persistent sexual behaviour animals • Sexually explicit conversations between persons of a significant age difference •

Note:

In some circumstances, behaviour will be unlawful and will require immediate action. In some circumstances behaviour will constitute grounds for making a report of risk of significant harm (ROSH) to the Department of Communities and Justice (DCJ) Child Protection Helpline and/or making a report to Police. Reference should be made to the *Mandatory Reporter Guide/Childstory* for assistance with decision making.

Any personal information collected must be managed in accordance with the *Privacy Act 1988* (Cth) and the Australian Privacy Principles.

Continuum of Sexual Behaviours for Children 10 to 13 Years

Adapted and modified from Ryan, G. (2000) Childhood Sexuality: A decade of study. *Child Abuse & Neglect*, 24(1), 33-48 and True Relationships and Reproductive Health (2015) *Sexual Behaviour in Children & Young People: A guide to identify, understand and respond to sexual behaviours*, <https://www.true.org.au/ArticleDocuments/337/Traffic%20LightsBrochure.pdf.aspx?Embed=Y>

 Blue Flags: Commonly encountered/typical behaviours that may require pastoral intervention (LOW)	 Yellow Flags: Behaviours requiring an elevated level of concern and pastoral intervention (ELEVATED)	 Red Flags: Serious matters requiring a high level of concern and immediate action (HIGH)
<ul style="list-style-type: none"> • growing need for privacy • use of sexual language and jokes within cultural norm • information seeking about sexuality • use of material for sexual arousal • interest in relationships • sexually explicit conversations, jokes and use of obscenities with peers • private masturbation • hugging, kissing, holding hands • playful exhibitionism with peers • use of mobile phones and internet in relationships with peers 	<ul style="list-style-type: none"> • preoccupation with masturbation • persistent explicit sexual talk, art or play including sexually aggressive themes • noticeable change in behaviour (adult like flirting, seeking adult relationships) • pornographic interest • sexual activity with unknown peer (kissing, masturbation) • oral sex or sexual intercourse with peer aged partner • fear of STI or pregnancy • sexual graffiti (especially graphic and impacting individuals) • verbal sexual harassment • violation of others' body space • single occurrence of peeping, exposing, frottage with own age peers • using mobile phones and internet to send or receive sexual images of another person with their consent 	<ul style="list-style-type: none"> • masturbation with penetration or which causes harm to self and /or exposing others to this • mutual masturbation or group masturbation • sexual contact without consent (including touching genitals of others) • sexual activity and/or conversations with others that involves imbalance of power, aggression, coercion or force) • sexual harassment (including sexually explicit threats) • STI or pregnancy • sexting • organising to meet online acquaintance • participating in sexual activities for money • sexual activity with animals • possessing, accessing or sending child exploitation material (photos of children naked or in sexual activity)

Note:

In some circumstances, behaviour will be unlawful and will require immediate action. In some circumstances behaviour will constitute grounds for making a report of risk of significant harm (ROSH) to the Department of Communities and Justice (DCJ) Child Protection Helpline and/or making a report to Police. Reference should be made to the [Mandatory Reporter Guide/Childstory](#) for assistance with decision making.

Any personal information collected must be managed in accordance with the *Privacy Act 1988* (Cth) and the Australian Privacy Principles.

Continuum of Sexual Behaviours for Children 14 to 17 Years

Adapted and modified from Ryan, G. (2000) Childhood Sexuality: A decade of study. *Child Abuse & Neglect*, 24(1), 33-48 and True Relationships and Reproductive Health (2015) *Sexual Behaviour in Children & Young People: A guide to identify, understand and respond to sexual behaviours*, <https://www.true.org.au/ArticleDocuments/337/Traffic%20LightsBrochure.pdf.aspx?Embed=Y>

 Blue Flags: Commonly encountered/typical behaviours that may require pastoral intervention (LOW)	 Yellow Flags: Behaviours requiring an elevated level of concern and pastoral intervention (ELEVATED)	 Red Flags: Serious matters requiring a high level of concern and immediate action (HIGH)
<ul style="list-style-type: none"> • need for privacy • use of sexual language and jokes within cultural norm • accessing information about sexuality • use of material for sexual arousal • interest in relationships • sexually explicit conversations, jokes and use of obscenities with peers • private masturbation • interest and/or participation in relationship with persons the same age • Sexual activity with same age partner (consider ability to consent) • use of mobile phones and internet in relationships with peers 	<ul style="list-style-type: none"> • sexual obsession that interferes with daily functioning • voyeurism • persistent explicit sexual talk, art or play including sexually aggressive themes • persistent exhibitionism • unsafe sexual behaviour (unprotected sex, multiple partners, frequent change of partner) • STI or unplanned pregnancy • oral sex or sexual intercourse with partner of more than two years age difference or development • organising to meet an online acquaintance with a peer or known adult • using mobile phones and internet to send or receive sexual images of another person with their consent 	<ul style="list-style-type: none"> • obsessive masturbation which causes harm to self and /or exposing others to this • obsession with sexually aggressive and/or illegal pornography • grooming behaviour • sexual contact without consent (including touching genitals of others) • sexual activity and/or conversations with others that involves imbalance of power, aggression, coercion or force) • sexual harassment (including sexually explicit threats) • sharing sexual images of others without consent • organising to meet online acquaintance • participating in sexual activities for money • sexual activity with animals • possessing, accessing or sending child exploitation material (photos of children naked or in sexual activity)

Note:

In some circumstances, behaviour will be unlawful and will require immediate action. In some circumstances behaviour will constitute grounds for making a report of risk of significant harm (ROSH) to the Department of Communities and Justice (DCJ) Child Protection Helpline and/or making a report to Police. Reference should be made to the [Mandatory Reporter Guide/Childstory](#) for assistance with decision making.

Any personal information collected must be managed in accordance with the *Privacy Act 1988* (Cth) and the Australian Privacy Principles.

8. Additional factors to consider

In considering the seriousness of sexual behaviour occurring between children and/or young people, and the risk associated with the behaviour, a preliminary examination and understanding of the facts and its context is important.

The factors listed below are not always obvious features of the behaviour. However, they are important considerations when identifying the seriousness and risk associated with sexualised behaviour. If any of these factors exist, they may elevate the level of concerning behaviour.

**When carrying out this assessment systemic Catholic schools should consult with relevant CSO/CEO personnel, eg Child Protection/Safeguarding/School Counselling.*

(Note: The absence of a factor is NOT to be taken as indicating that there is no risk).

Considerations	Mark box (if relevant)
Power and Control	
Participants differ in size	<input type="checkbox"/>
Participants differ in age	<input type="checkbox"/>
Participants differ in capacity to understand	<input type="checkbox"/>
Participants differ in strength	<input type="checkbox"/>
Participants differ in power or authority in their group/setting	<input type="checkbox"/>
Participants differ in popularity in their group/setting	<input type="checkbox"/>
Participants differ in role in their group/setting	<input type="checkbox"/>
Apparent cooperation/compliance	
Lack of informed choice and mutual agreement to participate	<input type="checkbox"/>
Fear of reprisal for refusal to participate	<input type="checkbox"/>
Lack of informed knowledge and understanding of what was being proposed	<input type="checkbox"/>
Lack of informed knowledge and understanding of possible consequences	<input type="checkbox"/>
Behaviour allowed without resistance <i>despite</i> personal beliefs or desires	<input type="checkbox"/>
Coercion	
Pressure to participate was applied	<input type="checkbox"/>
Deception or trickery influenced participation	<input type="checkbox"/>
Bribery influenced participation	<input type="checkbox"/>
Intimidation influenced participation	<input type="checkbox"/>
Threats (eg, loss of relationship, privilege; threat of retribution) influenced participation	<input type="checkbox"/>
Manipulation (eg, force, violence, physical restraint) influenced participation	<input type="checkbox"/>
Degrading or belittling (eg, disparaging comments/actions) influenced participation	<input type="checkbox"/>
Nature of behaviour	
Opportunistic (ie took advantage of a situation or circumstance)	<input type="checkbox"/>
Secretive (ie furtive, hidden or denied)	<input type="checkbox"/>
Compulsive (ie uncontrolled &/or obsessive &/or very repetitive)	<input type="checkbox"/>
Degrading (ie with intention to degrade or belittle or hurt)	<input type="checkbox"/>

9. Initial Response

Harmful or PSB by a child or young person, whether occurring on school premises or not, is a significant issue for the school.

As these matters are complex and can have a significant impact on those involved it is important staff seek assistance when required.

In diocesan Catholic schools, specialist staff from the diocesan office will assist you with these matters and help you formulate the appropriate response. Private school principals should follow relevant school policies and procedures. Advice can be sought from CSNSW State Manager - Wellbeing.

Immediate response – first staff member/s involved

<ul style="list-style-type: none"> • Immediate Safety Needs 	<ul style="list-style-type: none"> • If an onsite incident: in an emergency call 000, apply first aid • While at school, parties should not have unsupervised access
<ul style="list-style-type: none"> • Reassure and show care 	<ul style="list-style-type: none"> • Remain calm, non-judgmental and actively listen. Provide appropriate reassurance and do not make any promises. • Do not interview anyone
<ul style="list-style-type: none"> • Respond 	<ul style="list-style-type: none"> • With the assistance of other staff establish whereabouts of students involved. Provide adequate supervision. Supervising staff are not to question the students. • Quarantine any material (including electronic equipment) connected to the incident, for hand over to authorities if required
<ul style="list-style-type: none"> • Inform 	<ul style="list-style-type: none"> • Principal or their delegate
<ul style="list-style-type: none"> • Record 	<ul style="list-style-type: none"> • Make detailed notes of what you heard, observed and the action taken, sign and date the notes and provide a copy to the Principal or their delegate. Store confidentially and securely.

Immediate response – Principal or their delegate

<ul style="list-style-type: none"> • Information 	<ul style="list-style-type: none"> • Obtain a detailed report of the incident/s [where appropriate this should be completed by the person/s reporting the incident/s] • Gather any physical evidence (documents/material) connected to the incident/s [DO NOT copy or send images that could be considered child abuse material. Secure the device and contact the Police for further direction]
<ul style="list-style-type: none"> • Record 	<ul style="list-style-type: none"> • Make notes of any action taken, sign and date the notes. Store confidentially and securely.
<ul style="list-style-type: none"> • Inform/consult (systemic schools only) 	<ul style="list-style-type: none"> • Consult relevant specialist staff at CSO/CEO (eg Child Protection/Safeguarding; Counselling; Wellbeing) for guidance before taking further action. • Forward copies of all documentation to relevant personnel
<ul style="list-style-type: none"> • Identify 	<ul style="list-style-type: none"> • CSO/CEO staff and Principal (or delegate) evaluates the behaviour, interaction and the context to assess the level of concern. Refer to <i>“Identifying level of concern” page 10.</i>

Other matters to Consider		
Is the person making the report a student or staff member and capable of making a written statement /incident report? [consider developmental stage/ emotional distress]	Yes	No
Where are the students who are involved right now? [i.e. Classroom, home, excursion, playground]		
Do any of the students have access to each other?	Yes	No
Ensure that the students involved do not have unsupervised access to each other		
Is there a current risk to anyone? [i.e. Possibility of the incident repeated to same or other student, emotional distress to students involved, confidentiality issues etc] If “yes” – take necessary steps to mitigate risk!	Yes	No
Are the students involved aware that the concern has been reported to the school? [i.e. report could have been made by a third party and a student involved may not be aware of the report being made. Use caution and seek advice prior to notifying students involved of a report being made]	Yes	No
Ensure support is available for the students involved		
Do any of the students have particular vulnerabilities? (eg disability, trauma, mental health issues) This should be considered when developing the risk and safety plan. <i>NB: If a student has a disability any response must take into consideration the requirement to consult with the child and parents under the Disability Discrimination Act 1992 (Cth)</i>	Yes	No

10. Response Plan

A Response Plan reflects the following principle: The human rights of all children and young people shall be respected and addressed. In particular, the rights of each child to protection, to having their voice heard and their opinions taken into account when decisions are being made about them.

The aim of any Response Plan is to:

- Identify strategies that ensure the safety of all children and young people
- Keep children and young people safe from harming themselves or others
- Focus on ways activities can be made safer with appropriate supervision
- Identify which adults are responsible to ensure the strategies are maintained and effective.

Anyone (students, parents, staff) who have been affected by PSB behaviour should be offered assistance. Catholic schools may respond differently to children and young people with PSB according to:

- the availability of relevant specialist staff in schools and/or diocesan offices.
- local culture and contextual issues
- the level of involvement of external authorities, eg, DCJ, Joint Child Protection Response Programme (JCPRP), NSW Police.
- access to resources/support available in the wider community (particularly in rural locations).

Regardless of variation, it is essential that Catholic schools meet their legal and ethical responsibilities to provide care and protection to all children and young people who are part of their communities.

It is essential that all staff take a 'risk management approach' to this process, at all times considering all available information in order to reasonably discern how to report and respond to incidents, in accordance with their legal obligation and duty of care.

While community integration is an important part of the process of rehabilitation, safety is the priority.

Note: Where the child has a disability, any response must take into consideration the requirement to consult with the child and parents under the *Disability Discrimination Act 1992* (Cth)

Response Plan: Low Level of concern (Blue flag)

The information below outlines actions advised for the school when responding to PSB assessed to be a low level of concern. In these cases the school's usual behaviour management procedures/plans can usually be followed.

- **Systemic Catholic schools should consult with their diocesan office.**

LOW Level of concern	
Report	<ul style="list-style-type: none"> • Low level concerns are not usually reportable to external authorities • Relevant staff may need to be informed to ensure adequate supervision
Investigate	<ul style="list-style-type: none"> • School will need to gather further information to assist in thoroughly assessing the situation and developing an appropriate response • Refer to summary Checklist: Appendix 1 • Do you need to do a risk assessment?
Response to the student exhibiting behaviour	<ul style="list-style-type: none"> • Reinforce behaviour expectations • Include one-on-one explicit teaching where appropriate • Offer support from the school counsellor • Determine if a Student Support Plan is required, (which may include pastoral support, necessary restrictions, monitoring)
Response to the student affected by the behaviour	<ul style="list-style-type: none"> • Positively reinforce the action of reporting the incident to the school and reassure the student that their safety and wellbeing is paramount • Offer support from the school counsellor • Determine if a Student Support Plan is required
Response to any staff affected by the behaviour	<ul style="list-style-type: none"> • Debrief with staff • Offer EAP
Communication with parents/carers	<ul style="list-style-type: none"> • Meet with parents/carers to inform them of the incident and to discuss the support being provided by the school • Seek any relevant background information that could assist the school in assessing, supporting and managing the situation/students. Eg individual vulnerabilities (i.e. history of trauma, neglect); lack of supervision or access to internet or inappropriate material (student exhibiting behavior); bullying; inadequate provision of sex education to support healthy behaviours; previous involvement with external services
Record	<ul style="list-style-type: none"> • Keep detailed notes of meetings and any action taken. • Keep a copy of signed Student Support Plans • Store confidentially and securely • Systemic schools should forward copies of all documentation to CSO/CEO

Response Plan: Elevated level of concern (yellow flag)

The information on the following two pages outlines actions advised for the school when responding to PSB assessed to be at an elevated level of concern. In some case's the school's usual behaviour management procedures/plans may be followed. Should you require a more comprehensive risk assessment & management plan refer to p43

Systemic Catholic schools should consult with their diocesan office.

ELEVATED level of concern	
Report	<ul style="list-style-type: none"> • Elevated level concerns may not be reportable to external authorities [If unsure complete MRG to determine reporting obligation.] • Relevant staff will need to be informed to ensure adequate supervision
Response to the student exhibiting behaviour	<ul style="list-style-type: none"> • Reinforce behaviour expectations. This should be done one-on-one and include explicit teaching where appropriate. • Consider relevant school policies eg Behaviour, Wellbeing etc and ensure you follow correct process and procedures • Consider necessary restrictions including in school restrictions, supervision, withdrawal from class; playground; activities, etc (see page 28) • Does the PSB require the student to be away from school? If so what leave is the principal granting? Eg, Approved Leave, suspension, medical etc • Is a Risk Assessment required? (see pages 27-29 + Appendix 6 steps 3-6) • Develop a Student Support Plan (include pastoral support, supervision, monitoring) (see Appendix 6 or use regular behavior support plan) • Does the student require therapeutic intervention? If so, will support be from the school counsellor (be aware of potential conflict of interest) or alternately is the student required to engage in therapeutic or specialist support from an external professional outside the school? If so, is this a condition of remaining at school? • Don't forget to consult the student and parents/carers when developing plans • After school investigation is completed further implementation of relevant school behaviour management processes should continue. • Don't forget to monitor student's progress and reassess risk
Response to the student affected by the behaviour	<ul style="list-style-type: none"> • Positively reinforce the action of reporting the incident to the school and reassure the student that their safety and wellbeing is paramount • Offer support from the school counsellor where appropriate otherwise consider referral to an external therapeutic clinician. (In referring the student to an external clinician is the school following due diligence?) • Develop Student Support Plan • Is the student at risk of harm? If so incorporate a safety plan • Consult the student and parents/carers when developing plans unless it would be inappropriate to do so. Eg due to harm etc • Don't forget to monitor and assess
Response to staff affected by the behaviour	<ul style="list-style-type: none"> • Offer EAP • Debriefing with staff

<p>Communication with parents/carers Communication with parents/carers (continued)</p>	<ul style="list-style-type: none"> • Contact parents/carers to inform them of the incident and to discuss the support being provided by the school and any necessary restrictions and further follow up required • Seek any background information that could assist the school in supporting the student. Eg vulnerabilities (eg history of trauma, neglect); lack of supervision and access to internet or inappropriate material [student exhibiting behaviour]; inadequate provision of sex education to support healthy behaviours; bullying; previous involvement with external services,) • Consult parents/carers when developing the support plan • After the school investigation is completed meet with parents and student to discuss outcome and any action to be taken • School to maintain regular contact with parents/carers to monitor students wellbeing • For student affected by behavior: • Contact parents/carers to inform them of the incident and to discuss the support being provided by the school • Seek any background information that could assist the school in supporting the student. Eg vulnerabilities (eg prior history); lack of supervision; access to internet; inadequate provision of sex education to support healthy behaviours; bullying ; previous involvement with external services,) • Consult parents/carers when developing the support plan • School to maintain regular contact with parents/carers to monitor students wellbeing
<p>Investigate</p>	<ul style="list-style-type: none"> • If the matter is not reportable to external authorities the school will need to gather further information to assist in assessing appropriate response • Refer to summary checklist (Appendix 1) • Systemic schools should consult CSO/CEO prior to commencing this process and forward all information gathered to CSO/CEO
<p>Record</p>	<ul style="list-style-type: none"> • Keep detailed notes of meetings and any action taken. • Copy of Risk Assessment & Management Plan template available p43 • Keep a copy of signed Student Support Plans • Store confidentially and securely • Systemic schools should forward copies of all documentation to CSO/CEO

Response Plan: High level of concern (Red flag)

The information on the following two pages outlines actions advised for the school when responding to PSB assessed to be a HIGH level of concern. A comprehensive Risk Assessment & Management Plan is required. See template (Appendix 6) p43

Systemic Catholic schools should consult with their diocesan office.

HIGH level of concern	
Report	<ul style="list-style-type: none"> • High level concerns are most likely reportable to external authorities Complete MRG to determine reporting obligation. • PSB that is potentially criminal is reportable to Police & DCJ. • Relevant staff will need to be informed to ensure adequate supervision.
Response to the student exhibiting behaviour	<ul style="list-style-type: none"> • Reinforce behaviour expectations. This should be done one-on-one and include explicit teaching where appropriate. • Consider relevant school policies eg, Behaviour, Wellbeing, Expulsion & Suspension etc and ensure you follow correct process and procedures. • Consider necessary restrictions including in school restrictions, supervision, withdrawal from class; playground; activities, etc. • Does the PSB require the student to be away from school? If so, what leave is the principal granting? eg, Approved Leave, suspension, medical, etc. • A Risk Assessment is required (see pages 27-29 + Appendix 6 steps 3-6). • Develop a Student Support Plan (include pastoral support, supervision, monitoring) (see Appendix 6 or use regular behavior support plan). • Does the student require therapeutic intervention? If so, it is advisable that the student engages in therapeutic or specialist intervention outside the school? Will this therapy be a condition of continued enrolment? Often due to the level of risk involved in the PSB the student must engage in therapy in order to mitigate risk. • Will the student have to check in with the school counsellor or another nominated person? Don't forget to consult the student and parents/carers when developing plans however before disclosing details of a student's high level PSB to a parent/carer consideration must be given as to whether: <ul style="list-style-type: none"> (i) further harm will arise as a result of the disclosure; (ii) the student (15 years +) consents to the information being shared by the school. Where the student does not consent, Police can provide the notification. • Otherwise, consult student and parents when developing the RAMP (Risk & Safety Management Plan) see Appendix 6. • After school investigation is completed, further implementation of relevant school behaviour management processes should continue. You must monitor the student's progress and reassess risk regularly.

<p>Response to the student affected by the behaviour</p>	<ul style="list-style-type: none"> - Positively reinforce the action of reporting the incident to the school and reassure the student that their safety and wellbeing is paramount. - Offer support from the school counsellor where appropriate otherwise consider referral to an external therapeutic clinician. (In referring the student to an external clinician is the school following due diligence?). - Develop Student Support Plan. - Is the student at risk of harm? If so incorporate a safety plan. - Consult the student and parents/carer's when developing plans unless it would be inappropriate to do so. Eg due to harm etc. - Don't forget to monitor and assess.
<p>Response to staff affected</p>	<ul style="list-style-type: none"> • Debrief with staff. • Offer EAP.
<p>Communication with parents/carers</p>	<p>Advice should be sought from NSW Police or DCJ in instances where reports were made to them. If the matter is reportable the information provided to parents/carer's may be restricted [CP will provide guidance of what information can be provided by systemic schools].</p> <p>For student exhibiting behaviour</p> <ul style="list-style-type: none"> • Before disclosing details of a student's high level PSB to a parent/carer consideration must be given as to whether (i) further harm will arise as a result of the disclosure (ii) the student (15 years +) consents to the information being shared by the school. Where the student does not consent Police can provide the notification. <p>Otherwise refer to "Communication with parents" section for Elevated level of concern. (pages 22-23).</p> <p>For student affected by behaviour</p> <p>Refer to "Communication with parents" section for Elevated level of concern. (pages 22-23).</p>
<p>Investigate</p>	<ul style="list-style-type: none"> • If the matter is reportable to external authorities the school will NOT gather further information until after the external investigation is completed <p>If the matter is not reportable to external authorities or the external investigation has been completed, the school will need to gather further information to assist in assessing and planning an appropriate response. This may include requesting information from external authorities about their investigation.</p> <p>For information on requesting information under Chapter 16a (see definitions on page 7)</p> <p>Refer to summary checklist (Appendix 1)</p>
<p>Record</p>	<ul style="list-style-type: none"> • Keep detailed notes of meetings and any action taken. • Keep a copy of signed Student Support Plans • The RAMP should be stored in a confidential file and access only by those who need to know.

11. The Risk Assessment & Management Plan (RAMP)

In cases of elevated concern a comprehensive Risk Assessment & Management Plan (RAMP) is required.

A RAMP template is available in Appendix 6.

This RAMP is undertaken to outline relevant safety concerns identified by the student's behaviour and a school management plan is developed to mitigate the risk arising from those concerns.

Obtaining information:

As such, the RAMP often requires obtaining information from other schools (NSW government & non-government schools registered under the Education Act) as well as any other relevant agencies.

Relevant agencies include:

- NSW Police
- A State government department or public authority (eg Communities & Justice)
- A government school or registered non-government school or TAFE
- A public health organization or private health facility
- An accredited adoption service provider
- Private Health Professionals (including registered psychologists, nurses, medical practitioners, OT's, speech pathologists, accredited social workers)

Information can be exchanged under Chapter 16 A, the Children & Young Persons (Care & Protection) Act: <https://www.facs.nsw.gov.au/download?file=336193>

Consent:

Ideally, parents and students play a significant role in the development of the RAMP and should:

- Consent to information being requested or transferred
- Be consulted regarding potential strategies to support the student.

Although all reasonable steps should be taken to obtain consent it is not required by law. Legislation allows for the exchange of information notwithstanding the restrictions on using and disclosing sensitive information under the Privacy Act 1988 (Cth) and the Australian Privacy Principles. Eg Information must be related to the safety or welfare of the child/young person at school.

School principals should seek advice if they are unsure about information exchange. In systemic Catholic schools, principals must consult with their CSO/CEO if they are considering implementing a RAMP.

Confidentiality:

PSB matters are highly sensitive. Confidentiality (keeping the matter between those involved) should be maintained.






12. Risk Management and Safety Planning

Risk falls along a continuum using a five-tier model. This model assists school staff to better understand the level of risk posed by a student and assists with risk mitigation.

The strategies listed below are used as a protective measure to safeguard students within the school setting. Children and young people at the highest end of the continuum of risk should not be placed in a position where they have access to other vulnerable people. They should only be permitted to participate in structured activities where they can be closely supervised at all times by a person in authority who is aware of concerns around their sexual behaviour; the level of risk that behaviour poses and any strategies that the child or young person tends to use in order to gain access and opportunity to abuse.

The following **Risk Management Matrix** is a guide to identify the relevant levels of risk and to assist with mitigation strategies.

(Systemic schools should consult with relevant CSO/CEO staff).

Risk		Freedoms	Restrictions
Severe		Participation in structured activities where no vulnerable others	No contact with potential victims Close supervision by an informed adult at all times
High		Contact with vulnerable others Participation in structured activities	Close supervision by informed adult at all times
Elevated		Participation in structured and unstructured activities	Supervision by informed adult at all times
Guarded		Participation in structured and unstructured activities	Supervision by responsible adult at all times
Low		Participation in structured and unstructured activities Free time	Monitoring by informed responsible adult at all times

Explanation of Terms:

Freedoms are permitted activities which require a degree of personal responsibility that is matched to the person's demonstrated capacity to meet the responsibility.

Restrictions are imposed upon the person in relation to the activities that require a degree of personal responsibility that the person does not yet have the capacity to meet.

Note: In reintegrating children and young people into the school/agency service, difficulties may arise. The good of all concerned may sometimes necessitate a negotiated transfer to another school/agency setting. In order for the new setting to appropriately manage risk, the school/agency may need to exchange information in accordance with relevant legislation.

13. Risk Mitigation Strategies – Freedoms and Restrictions

When a school is developing a risk management and safety plan, this should include consideration of the freedoms and restrictions that will be placed on a child or young person to protect the safety, welfare and wellbeing of all.

Term	Meaning
Structured Activities	<p>Any activity that involves a child or young person for a specific purpose with particular outcomes in mind.</p> <p>Structured activities limit freedom so that there are precise expectations about what a participant will be doing at any time.</p> <p>For example, school, tennis class with a coach and small number of peers, etc.</p>
Unstructured Activities	<p>Any activity that involves a child or young person for a general purpose, that allows for a range of approaches to achieving individual outcomes.</p> <p>Unstructured activities allow some freedom of choice.</p> <p>For example, attending a particular Youth/Sports Club where participants may choose to play basketball for part of the time, and pool when they feel like a change.</p>
Free Time	<p>A stipulated period of time where the child or young person can choose what he/she wants to do, and where he/she wants to do it.</p>
Close Supervision	<p>Surveillance of all activities takes place in the immediate vicinity of the child or young person.</p> <p>Strategies in place to supervise and monitor activities, including conversations when relevant.</p>
Supervision	<p>Surveillance of all activities takes place in the vicinity of the child or young person.</p> <p>The child or young person must remain in visual range of the supervisor.</p>
Monitoring	<p>The child or young person may be out of audio or visual range of the supervisor but must keep the supervisor briefed with current activities on a regular basis.</p> <p>For example, a child may be able to go to the park unsupervised but must return home at regular intervals to 'check in'.</p>

14. Reviewing the Risk Management and Safety Plan

Monitoring and reviewing the RAMP should be a planned part of the risk management process.

RAMPs must be reviewed regularly and modified as required.

All relevant stakeholders should be involved in the review process, including any external practitioners who have been involved with the child/ young person.

Input from all stakeholder is encouraged to support optimal student outcomes.

When reviewing the RAMP consideration needs to be given to which areas are working and those not helpful to the process of minimising risk.

A systemic approach to risk management includes:

- Reviewing the issues of concern
- Identifying control measures eg are the current risk strategies reducing or eliminating the risk?
- Revisiting the frequency of the behaviour. Is It reducing?
- Are there any associated risks not apparent previously?
- What interventions are working?

RAMP review should be documented.

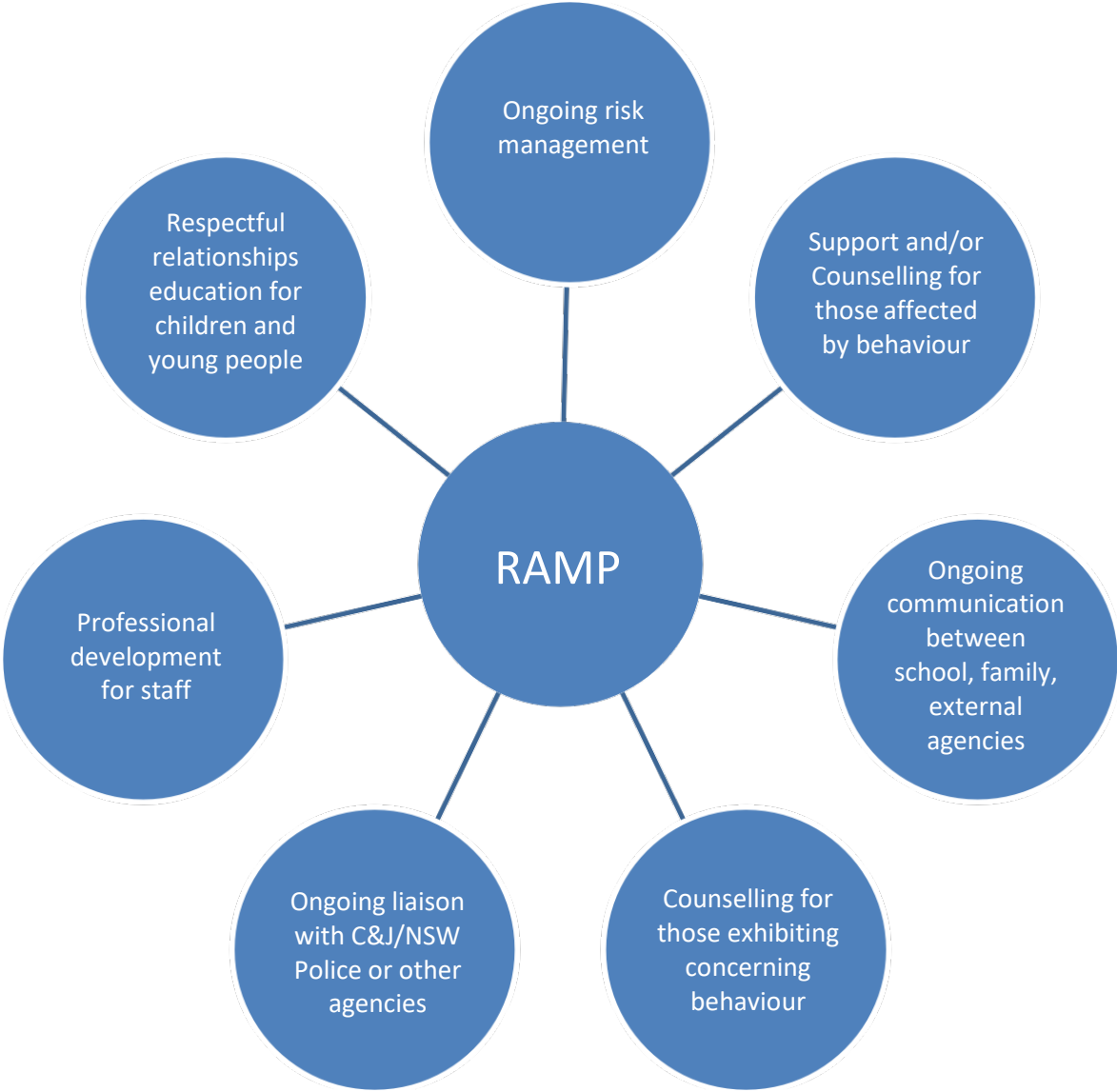
Control measures should remain in place until the risk is minimised or eliminated.

Ongoing support should be offered to those members of the school community (students, staff) exposed to the PSB or involved in the risk assessment process where required.

Note: If it becomes apparent through the course of a review that a child or young person has caused significant harm to another child or young person and **current** concerns exist, a report should be made to DCJ.

Refer to the [Mandatory Reporter Guide/ChildStory Reporter](#).

15. Summary: Elements of a Response Plan – (overview)



16. When the Child or Young Person Changes Schools

When a child or young person who has engaged in seriously concerning (eg High level) PSB is changing schools then principals must consider providing information to the enrolment school.

In the same manner information can be received or requested by a school, so to can it be transferred by you to another school (government or non-government) in order to promote the safety, welfare or wellbeing of the child or young person leaving.

This transfer of information does not require consent under Chapter 16A of the *Children and Young Person (Care and Protection) Act 1998* (NSW).

For further information on information exchange and consent refer to p26 of this manual or visit NSW Communities & Justice.

<https://www.facs.nsw.gov.au/providers/children-families/interagency-guidelines/exchanging-information/chapters/chapter-16a>

Appendices

Appendix 1

Summary Checklist

You can use this form to check if you have completed all tasks required in management of PSB

CHECKLIST - Responding to Concerns About Sexualised Behaviour of Students							
School							
Students Involved:							
Name	Exhibiting	Affected	Witness	Sex	Age (Yrs)	Class	SWD
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M/F			<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M/F			<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M/F			<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M/F			<input type="checkbox"/>
Brief description of behaviour/incident							
[What, where, when]							
ACTION TAKEN							
Obtain detailed report of incident/s [where appropriate this should be completed by the person reporting the incident/s]							<input type="checkbox"/>
Immediate steps taken to safeguard those involved [ensure students involved do not have unsupervised access to each other]							<input type="checkbox"/>
<ul style="list-style-type: none"> Systemic schools should consult CSO/CEO for guidance before taking further action & forward copies of relevant reports 							<input type="checkbox"/>
IDENTIFY (based on all current information)							
What is the Level of Concern?	Behaviour/interaction and context evaluated						<input type="checkbox"/>
	Level of concern assessed						<input type="checkbox"/>
REPORT							
MRG completed [Copy to be kept on file] Systemic schools forward copy to CSO/CEO]							<input type="checkbox"/>
Outcome of MRG	No report required						<input type="checkbox"/>
	Report made to DCJ						<input type="checkbox"/>
	Report made to Police						<input type="checkbox"/>
DCJ/Police investigating							
- [school ensures safety of students and awaits feedback from DCJ/Police before commencing investigation/information gathering]							<input type="checkbox"/>
- DCJ/Police are not investigating							<input type="checkbox"/>
- School may gather information [refer to School Investigation section of checklist]							<input type="checkbox"/>
In consultation with CSO/CEO communication plan developed to report to other relevant parties (i.e. parent/carer, staff and others) [seek guidance from DCJ/Police if report made]							<input type="checkbox"/>

RESPONDING [Risk Management and Risk Reduction] * <i>Systemic schools consult CSO/CEO</i>	
Where appropriate counselling support offered to all parties involved	<input type="checkbox"/>
Risk Management (Risk Assessment & Management Support Plans) <i>Refer to RAMP Appendix 6</i>	
Restrictions required for student exhibiting behaviour	<input type="checkbox"/>
	In school restrictions/supervision <input type="checkbox"/>
	Withdrawal from class <input type="checkbox"/>
	Approved Leave <input type="checkbox"/>
Withdrawal from class/Approved Leave letter sent to parent/carer	<input type="checkbox"/>
Meeting with student and parent/carer held prior to return to class/school [support plan will be required]	<input type="checkbox"/>
Support Plans required	<input type="checkbox"/>
	For student/s exhibiting behaviour <input type="checkbox"/>
	For student/s affected by behaviour <input type="checkbox"/>
	Student/s exhibiting behaviour and family consulted <input type="checkbox"/>
	Student/s affected by behaviour and family consulted <input type="checkbox"/>
Support Plans implemented	<input type="checkbox"/>
	Meeting with student/s exhibiting behaviour and family to implement plan <input type="checkbox"/>
	Meeting with student/s affected by behaviour and family to implement plan <input type="checkbox"/>
Date for review of Support Plans timetabled	<input type="checkbox"/>
Has the school followed all relevant policies?	<input type="checkbox"/>
Risk Reduction	
Background information gathered from parent/carer to identify possible triggers	<input type="checkbox"/>
Counselling support	<input type="checkbox"/>
	In school <input type="checkbox"/>
	External <input type="checkbox"/>
1:1 targeted education required and conducted	<input type="checkbox"/>
Whole class/school education required and conducted	<input type="checkbox"/>
Support provided to family	<input type="checkbox"/>
	Education/Information <input type="checkbox"/>
	External referral <input type="checkbox"/>
Change to school environment/process/procedure	<input type="checkbox"/>

SCHOOL INVESTIGATION [Only if DCJ/Police are not investigating or have completed their investigation]		
Systemic schools consult CSO/CEO prior to commencing investigation & forward copies of all documentation gathered in this process		<input type="checkbox"/>
Gather relevant information		
Detailed report of incident/s [where appropriate this should be completed by the person giving the information]	Person/s affected by behaviour	<input type="checkbox"/>
	Witnesses	<input type="checkbox"/>
	Person/s exhibiting behaviour	<input type="checkbox"/>
Documentary evidence [DO NOT copy or send images that could be considered child abuse material – secure the device and contact the Police for further direction]		<input type="checkbox"/>
If DCJ/Police have conducted an investigation do you require a transfer of information under Ch16A? (<i>systemic schools request will be completed by CSO/CEO staff</i>)		<input type="checkbox"/>
School or diocesan behaviour management processes implemented		<input type="checkbox"/>
[Refer to School Behaviour Management Policy]	No action taken	<input type="checkbox"/>
	In school consequences	<input type="checkbox"/>
[Refer to Suspension, Expulsion and Exclusion procedures]	Suspension	<input type="checkbox"/>
	Expulsion	<input type="checkbox"/>
	Exclusion	<input type="checkbox"/>

KEY CONTACT PERSONS		
Location	Name	Contact Number
School		
CSO/CEO (if relevant)		
External		
External		

Form Completed by:

Appendix 2

Information Sheet for parents regarding problematic sexualised behaviour

What is problematic sexualised behaviour (PSB)?

For the purpose of this document the term “problematic sexualised behaviour” refers to any sexualised behaviour that is outside what is considered “normal” for the developmental age of a child (eg it may be excessive, secretive, offensive or poses a risk to self or others). As PSB covers a broad spectrum of behaviour (from developmentally inappropriate to criminal) a range of intervention is needed.

Children who exhibit harmful PSB require appropriate therapeutic intervention from specialists outside the school setting.

What can the school do?

The role of the school is not to determine guilt or innocence of the students involved. The information gathered will be assessed to determine whether or not the behaviour occurred, and any appropriate safety measures and risk management strategies that may be required.

What do other agencies do?

A report will be made to Community and Justice (DCJ) if the school believes that a child or young person is at risk of significant harm. The school does not have to inform you if they make a report.

The Police may become involved to determine if the behaviour constitutes a criminal offence. The school must notify police if they believe there has been a criminal offence. The parents of the students involved can also go to the police if they chose to.

The school does not determine if Police or DCJ take action. Where Police or DCJ become involved, the school may be restricted in the information they can share with the parties involved.

How can I keep my child safe at school?

By ensuring they follow the *Risk and Safety plan* (RSP) devised at the school. You and your child (if appropriate) will have input into the RSP as will relevant school staff.

What does the risk assessment and safety plan involve?

The RSP involves all relevant parties. Each student involved will have their own RSP which will be reviewed and revised regularly according to the needs of the students involved. The RSP is necessary because the school has a legal duty to take reasonable care for the safety and welfare of all students and staff.

Confidentiality - Who can I tell?

Because these matters are highly sensitive it is important that confidentiality is maintained.

Confidentiality means keeping the matter between those involved. The RSP will assist the school in determining who the information needs to be shared with in the school community and possibly with other professionals. (eg external counsellor, GP etc) This is not for general discussion with others. Confidentiality supports the students involved.

You can seek professional or legal advice if you wish to do so.

Who is the case manager?

A case manager is a staff member at the school and is appointed by the school Principal to manage the matter. All points of communication go through the case manager and the RSP is reviewed in meetings with the case manager. The case manager may seek assistance from the Catholic Schools Office if required.

What are the different levels of PSB?

There are three levels of PSB, identified via a flagging system.

Blue Flags – are commonly encountered/typical behaviours that may require pastoral intervention.

Yellow Flags – are behaviours requiring an elevated level of concern. Eg pastoral intervention plus monitoring, supervision, counselling, whole class education etc

Red Flags: -are serious matters requiring a high level of concern, immediate action and usually specialist &/or therapeutic intervention.

Information pertaining to the different levels of PS and harmful behaviours according to a child's age and level of development are contained in the guidelines. You can request a copy of the continuum along with the definitions of blue, yellow and red harmful behaviours.

What supports will be put in place?

Risk management and safety plan for example – designated play areas, extra supervision, monitoring, alternative toileting arrangements,

Risk reduction for example, explicit teaching of protective behaviours, respectful relationships, who to talk to support plans for students impacted.

Appendix 3

Sample Interview Questions

This Sample Record of Interview is to assist Principals and their delegates in interviewing students for the purposes of gathering information relating to a serious incident. You do not need to ask all the questions, but some questions will help complete the picture. The purpose of the conversation with the student is to ascertain any students involved so that they can be included in the initial risk and safety plan.

Interview commenced date: _____ **Time:** _____

Present and role: e.g. Principal (name); Year Coordinator (name); Student (name)

Role/name introduced her/himself and explained her/his role.

A good generic question to start the conversation is to ask what the student thinks you are there to discuss.

“What do you think I want to talk to you about....? The student should have an idea but you may have to prompt a bit – something like – There was an incident on (xxx date) that xxx someone (name the person or state another student told me) told me about can you tell me about it

Interviewer:

- Tell me a bit more about what happened
- Tell me how you heard? (depends on who they are in the matter)
- Tell me about what happened after the incident?
- Who else was there and may have seen the incident?
- Where did this happen?
- When did this happen?
- Who do you know is involved?
- Who have you spoken to about this?
- Did you tell your mum or dad or anyone at home?
- Have you spoken to your friends about this at all?

If the student is not forthcoming with the answer or, the story they are telling you does not make sense ask some more direct questions such as:

- You told someone (name them) about an incident – could you tell you me about that?
- Tell me about that
- Who was there?
- Who told you to do that?

Ask enough questions to have an understanding of what has occurred – it is not up to you to determine if it is the truth or not – remember this is about gathering information.

Interview concluded:

Signed: _____ **Print Name:** _____

Appendix 4

Definitions & information relating to Problematic Sexualised Behaviour

(For parents/staff)

Age of Consent:

Age of consent laws are designed to protect children and young people from sexual exploitation and abuse. Such laws effectively determine that children and young people below the age of consent are yet to reach a level of general maturity enabling their safe participation in sexual activities. In relation to sexual abuse charges in each State and Territory, the key difference between child sexual assault and adult sexual assault is that adult sexual assault is based on the absence of sexual consent, whereas in child sexual assault, the issue of consent is superseded by age of consent laws (Eade, 2003).

An important distinction should be made between "willingness" and "consent". A child may be willing to engage in sexual behaviour; however, as they do not have the decision-making capacity to give consent according to law, all sexual interactions between an adult and a person under the age of consent are considered abusive (Barbaree & Marshall, 2006).

Section 61HE of the *Crimes Act 1900* (NSW) defines consent and states that a person does not consent to a sexual activity if the person does not have capacity to consent because of their age. Under sections 66A to 66D, any sexual intercourse with a child under the age of 16 years is an offence of sexual assault. As such, a child under the age of 16 years of age does not have capacity to consent.

In addition, under section 73, a person who has sexual intercourse or engages in sexual touching, with a young person aged 16 or above but below 18, when that young person is under their special care, commits an offence. Effectively then, in circumstances of special care (which include teachers at a child's school) the age of consent is 18.

Case Management

Case management is a process whereby an individual and/or family's needs are identified, and services are coordinated and managed in a systematic way. The core elements of case management include assessment, case planning, implementation (service delivery), monitoring and review.

Child

There are different definitions under various legislation:

Crimes Act 1900 (NSW) - a child is variously defined as under 18 years (in relation to child prostitution) or under 16 years (in relation child abuse material).

Children and Young Person (Care and Protection) Act 1998 (NSW) - a child is 0-15 years and a young person is 16 years or older but under the age of 18 years.

Child Abuse material (child pornography)

Defined in the *Crimes Act 1900* (NSW) under section 91FB. Material that shows or describes child sexual abuse or other offences against children is illegal under Australian laws.

It is an offence to:

- access, possess, distribute, produce, advertise or make available child pornography or child abuse material
- procure, groom or engage in sexual activity with a person under 16 years of age, or
- send indecent communication to a person under 16 years of age.
- The Australian Federal Police may investigate offences relating to child sexual exploitation online. State and Territory police also have a role in investigating child sexual exploitation offences.

Consent

Four areas of knowledge are required in order to give consent: understanding of what the physical act(s) involve, their meaning, society's laws and cultural norms, and possible consequences (McCarthy & Thompson, 2004).

According to theoretical and practical understandings of consent, those key elements include:

- transparency about what is being proposed (not being tricked or fooled);
- that all parties possess similar cultural knowledge about standards of behaviour;
- that all parties are similarly aware of possible consequences, such as pregnancy or disease;
- having respect for agreement or disagreement without repercussion; and
- that consent is freely given, and that all parties have the legal competence to freely give consent (being in possession of decision-making capacity and unaffected by intoxication).

Equality and coercion

Equality with respect to sexualised behaviour of a child relates to the balance of power and control between those involved in sexual activities. A reasonable degree of equality needs to exist between the parties engaged in sexual activities, whether that pertains to relationships (authority and dependency), physical and/or intellectual capacity, or age (Conroy, Krishnakumar, & Leone, 2015; Craig, 2014; McCarthy & Thompson, 2004; Ryan, 1997). Gender and gender inequality also play a role in sexual consent. Templeton, Lohan, Kelly, & Lundy (2017, p. 1294) find that "adolescent sexual values, personal beliefs and expectations about sex are deeply shaped by gendered behaviours regulated by their peer and social environments."

Coercion can be described as the peer pressure put on one child by another to achieve compliance (Ryan, 1997). Such pressure can be placed on a continuum. The lower end may include implied authority, manipulation, trickery or bribery. The top end of the continuum may include physical force, threats of harm and overt violence.

If the relationship between two children or young people is unequal, non-consensual or coercive, it is abusive and may require a child protection or judicial response.

Commonwealth/State laws

In Australia, there are Commonwealth laws (that govern everyone and have some application overseas) and State or Territory laws that govern people when they are in that State or Territory.

Some State or Territory laws cover areas that have no reciprocal Commonwealth law, and some the State or Territory laws are comparable to Commonwealth law. If there is a clash or discrepancy between Commonwealth and State or Territory laws, Commonwealth law will usually prevail.

Problematic or harmful sexual behaviour

Sexual interaction that is problematic or harmful between two children under the legal age of consent can be difficult to identify and determine. In situations where there is a clear age difference, for example a teenager and a young child, any sexual interaction is sexual abuse, as there is a definite power imbalance. However, when both parties are close in age, identifying whether the sexual activity is abusive is more complex.

Ryan (1997) proposed three factors that must be considered in order to evaluate sexual interactions between two or more children: **consent, equality and coercion**. Reflecting on these three factors can help to clarify when behaviour is harmful or abusive.

Reporting requirements

Requirements vary from State to State. In NSW employees working in schools are mandatory reporters under s27 of the *Children and Young Persons (Care and Protection) Act 1998* (NSW) and are therefore required to report harmful sexual behaviour of children.

Additionally, under s316 and s316A of the Crimes Act 1900 (NSW) persons must report a serious indictable offence and a child abuse offence respectively.

The CSO/CEO requires all staff to report risk of significant harm and to adhere to legislation and not impede or hinder Police or DCJ inquiries.

Sexting:

Sexting is sending and receiving sexual messages through technology such as a phone, app, email or webcam. For some people, sexting is a way to explore sexuality, trust, boundaries and intimacy. However, in some cases, sexting is used to bully, blackmail and exploit.

Sexts can involve words, photos or videos such as:

- a message or post written with sexual language;
- nude or semi-nude photos/videos;
- photos/videos of sexual acts;
- live chats with someone on webcam involving sexual acts;
- screen-captured photos/videos recorded from webcam.

Appendix 5

Note: this form may be used on a case by case basis. Not all matters will require this form to be completed. Systemic schools should seek advice and assistance from the CSO/CEO prior to use.

Confidentiality Agreement

Between the school _____ (*name of school*)

and the parents/carers of _____ (*name of student*)

We agree to communicate directly with the School Point of Contact/Principal any concerns that we have for our child.

Additionally, we will not discuss this matter with others in the school community.

This agreement does not preclude us seeking legal or external advice in relation to our child.

If we receive different or new information, we agree to share this information with the School Point of Contact/Principal.

Parents signature: _____

Students signature: _____

Date: _____

Student Agreement

I _____ (student name) will not contact the other student/s involved by any means (including face-to-face, electronically, social media or via a third person).

If the other student/s contact me I will inform the School Point of Contact/Principal directly (and my parents). I will agree to keep this matter confidential and will inform the School Point of Contact if anything that relates to this matter changes.

Student signature: _____

Date: _____

**RISK MANAGEMENT PLAN:
Student Displaying Problematic Behaviour
*Procedures for Management***



Name of Student:	DOB:
School:	Class/Grade:
Teacher/Year Coordinator:	Date:
Attendees at meeting:	

Step 1

IDENTIFY THE BEHAVIOUR

Name the behaviours of concern

Where applicable ensure appropriate legal procedures for reporting to outside agencies are followed.

- Absconding
- Leaving classroom
- Leaving school premises
- Encouraging others to abscond
- Other

- Physical attack
- Punching, kicking, biting, spitting, hair pulling
- With weapons
- Throwing objects (at someone or randomly)
- Personal space / intimidation
- Other

- Verbal attack
- Threats
- Swearing
- Abuse
- Other

- Property
- Random damage
- Targeted damage
- Stealing / Hiding
- Other

- Manipulating
- Inciting Others
- Lying
- Other

- Self harm
- Physical (cutting, burning, biting)
- Threat of suicide
- Attempted suicide
- Drug abuse
- Other

- Oppositional behaviours
- Defiant
- Passive aggressive
- Other

- Written abuse
- Cyber
- Other

- Drug
- Use
- Distribution
- Possession

- Stalking
- Physical
- Cyber

- Problematic Sexualised Behaviour
- Other

P	Commonly encountered	<input type="checkbox"/>
P	Behaviour that activates an elevated level of concern	<input type="checkbox"/>
P	Serious behaviour raising a high level of concern	<input type="checkbox"/>

Name the individual/s or group most at risk

- Self
- Other students: (Name/s)
- Staff: (Name/s)
- Visitors
- Other: (Specify)

Step 2

ANALYSE THE CONTEXT OF THE BEHAVIOUR

<p>Purpose What are the likely reasons behind the behaviour?</p>	<table border="0"> <tr> <td><input type="checkbox"/> Acquisition</td> <td><input type="checkbox"/> Frustration</td> </tr> <tr> <td><input type="checkbox"/> Anxiety</td> <td><input type="checkbox"/> Perceived injustice</td> </tr> <tr> <td><input type="checkbox"/> Attention</td> <td><input type="checkbox"/> Power</td> </tr> <tr> <td><input type="checkbox"/> Avoidance</td> <td><input type="checkbox"/> Revenge</td> </tr> <tr> <td><input type="checkbox"/> Boredom</td> <td><input type="checkbox"/> Self-protection</td> </tr> <tr> <td><input type="checkbox"/> Communication</td> <td><input type="checkbox"/> Sensory stimulation</td> </tr> <tr> <td><input type="checkbox"/> Excitement</td> <td><input type="checkbox"/> Social / belonging</td> </tr> <tr> <td><input type="checkbox"/> Failure</td> <td><input type="checkbox"/> Stress</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Thrill</td> </tr> </table> <p>Other:</p>		<input type="checkbox"/> Acquisition	<input type="checkbox"/> Frustration	<input type="checkbox"/> Anxiety	<input type="checkbox"/> Perceived injustice	<input type="checkbox"/> Attention	<input type="checkbox"/> Power	<input type="checkbox"/> Avoidance	<input type="checkbox"/> Revenge	<input type="checkbox"/> Boredom	<input type="checkbox"/> Self-protection	<input type="checkbox"/> Communication	<input type="checkbox"/> Sensory stimulation	<input type="checkbox"/> Excitement	<input type="checkbox"/> Social / belonging	<input type="checkbox"/> Failure	<input type="checkbox"/> Stress		<input type="checkbox"/> Thrill
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	<input type="checkbox"/> Thrill																			
<p>Triggers What is likely to trigger the behaviour?</p>	<p>Name possible triggers that may cause or escalate behaviour:</p> <table border="0"> <tr><td><input type="checkbox"/> Individuals</td></tr> <tr><td><input type="checkbox"/> Situations</td></tr> <tr><td><input type="checkbox"/> Events</td></tr> <tr><td><input type="checkbox"/> Objects</td></tr> </table>	<input type="checkbox"/> Individuals	<input type="checkbox"/> Situations	<input type="checkbox"/> Events	<input type="checkbox"/> Objects	<p>Name possible triggers that may reduce or de-escalate the behaviour:</p> <table border="0"> <tr><td><input type="checkbox"/> Individuals</td></tr> <tr><td><input type="checkbox"/> Situations</td></tr> <tr><td><input type="checkbox"/> Events</td></tr> <tr><td><input type="checkbox"/> Objects</td></tr> </table>	<input type="checkbox"/> Individuals	<input type="checkbox"/> Situations	<input type="checkbox"/> Events	<input type="checkbox"/> Objects										
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<p>Place Where is the behaviour likely to occur?</p>	<table border="0"> <tr> <td><input type="checkbox"/> At home</td> <td><input type="checkbox"/> Playground</td> </tr> <tr> <td><input type="checkbox"/> Transport</td> <td><input type="checkbox"/> Pick up / drop off</td> </tr> <tr> <td><input type="checkbox"/> Classroom</td> <td><input type="checkbox"/> Specialist classrooms</td> </tr> <tr> <td><input type="checkbox"/> Excursion</td> <td><input type="checkbox"/> Toilets</td> </tr> <tr> <td><input type="checkbox"/> Library</td> <td><input type="checkbox"/> Transition</td> </tr> <tr> <td><input type="checkbox"/> Line up</td> <td></td> </tr> </table> <p>Other:</p>		<input type="checkbox"/> At home	<input type="checkbox"/> Playground	<input type="checkbox"/> Transport	<input type="checkbox"/> Pick up / drop off	<input type="checkbox"/> Classroom	<input type="checkbox"/> Specialist classrooms	<input type="checkbox"/> Excursion	<input type="checkbox"/> Toilets	<input type="checkbox"/> Library	<input type="checkbox"/> Transition	<input type="checkbox"/> Line up							
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<input type="checkbox"/> Line up																				
<p>Time When is the behaviour likely to occur?</p>	<table border="0"> <tr> <td><input type="checkbox"/> Morning</td> <td><input type="checkbox"/> Before change of routine</td> </tr> <tr> <td><input type="checkbox"/> Afternoon</td> <td><input type="checkbox"/> After change of routine</td> </tr> <tr> <td><input type="checkbox"/> Lunchtime</td> <td><input type="checkbox"/> Specific times: (list)</td> </tr> <tr> <td><input type="checkbox"/> Recess</td> <td><input type="checkbox"/> Before specific activities / lesson: (list)</td> </tr> <tr> <td><input type="checkbox"/> Beginning of the week</td> <td><input type="checkbox"/> After specific activities / lesson: (list)</td> </tr> <tr> <td><input type="checkbox"/> End of the week</td> <td></td> </tr> </table>		<input type="checkbox"/> Morning	<input type="checkbox"/> Before change of routine	<input type="checkbox"/> Afternoon	<input type="checkbox"/> After change of routine	<input type="checkbox"/> Lunchtime	<input type="checkbox"/> Specific times: (list)	<input type="checkbox"/> Recess	<input type="checkbox"/> Before specific activities / lesson: (list)	<input type="checkbox"/> Beginning of the week	<input type="checkbox"/> After specific activities / lesson: (list)	<input type="checkbox"/> End of the week							
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<input type="checkbox"/> Beginning of the week	<input type="checkbox"/> After specific activities / lesson: (list)																			
<input type="checkbox"/> End of the week																				
<p>Other contributing factors</p>	<table border="0"> <tr> <td><input type="checkbox"/> Cognitive ability</td> <td><input type="checkbox"/> Communication ability</td> <td><input type="checkbox"/> Motor ability</td> </tr> <tr> <td><input type="checkbox"/> Medical needs</td> <td><input type="checkbox"/> Social and emotional needs</td> <td><input type="checkbox"/> Sensory needs</td> </tr> <tr> <td><input type="checkbox"/> Family circumstances</td> <td><input type="checkbox"/> Special Needs (name)</td> <td><input type="checkbox"/> Other (name)</td> </tr> </table>		<input type="checkbox"/> Cognitive ability	<input type="checkbox"/> Communication ability	<input type="checkbox"/> Motor ability	<input type="checkbox"/> Medical needs	<input type="checkbox"/> Social and emotional needs	<input type="checkbox"/> Sensory needs	<input type="checkbox"/> Family circumstances	<input type="checkbox"/> Special Needs (name)	<input type="checkbox"/> Other (name)									
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Step 3

ASSESS THE LEVEL OF INHERENT RISK

Where there are no changes made

Level of Inherent Risk

Behaviour	+	Context	=	Level of Concern

What are the main risks posed by this student's behaviours:

- Serious harm to self
- Serious harm to other students _____
- Serious harm to staff _____
- Serious harm to others _____
- Serious damage to property
- Inability of the school to exercise duty of care

MANAGE THE RISK - WRITE AND IMPLEMENT A BEHAVIOUR RISK MANAGEMENT PLAN

COMMUNICATION CONSULTATION

(Indicate who will be informed of the plan)

School	CSO/CEO	External/Other
<input type="checkbox"/> School Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> REC <input type="checkbox"/> Leadership Team members <input type="checkbox"/> All Staff <input type="checkbox"/> Teachers <input type="checkbox"/> Support Staff <input type="checkbox"/> School Counsellor <input type="checkbox"/> Casual Staff <input type="checkbox"/> Family Liaison Officer (FLO) <input type="checkbox"/> Other: _____	<input type="checkbox"/> Schools Consultant <input type="checkbox"/> Education Officer <input type="checkbox"/> Student Behaviour <input type="checkbox"/> Psychologist <input type="checkbox"/> Counselling <input type="checkbox"/> Students with Special Needs <input type="checkbox"/> Gifted Education <input type="checkbox"/> Aboriginal Education <input type="checkbox"/> Curriculum <input type="checkbox"/> Human Resources <input type="checkbox"/> Return to Work Officer <input type="checkbox"/> Child Protection	<input type="checkbox"/> Family – parent / caregiver <input type="checkbox"/> Student <input type="checkbox"/> Parish <input type="checkbox"/> Police <input type="checkbox"/> DCJ <input type="checkbox"/> External Agency _____

Please consider limits on disclosure of information contained in relevant Privacy Acts.

Develop strategies that reduce the likelihood and impact of the behaviour, using the template on the following page. You may wish to consider the following strategies:

- School Environment Strategies -

Remove Potential Sources of Harm	<input type="checkbox"/> Remove, isolate or substitute item <input type="checkbox"/> Plan time out or safe space <input type="checkbox"/> Rearrange the physical environment	<input type="checkbox"/> Remove access to triggers - Individuals - Situations - Events - Objects
School Based Controls	<input type="checkbox"/> Review supervision roster <input type="checkbox"/> Review policies – Pastoral Care and Wellbeing, Behaviour Management <input type="checkbox"/> Communicate behaviour management strategies with all staff	<input type="checkbox"/> Review, implement, communicate incident management strategies <input type="checkbox"/> Professional learning - MAPA - Management of Actual or Potential Aggression - Writing behaviour support plans <input type="checkbox"/> Coping strategies self-care

- Student Focused Strategies -

Curriculum Based Support	<input type="checkbox"/> Address individual learning needs <input type="checkbox"/> Social skills program <input type="checkbox"/> Increase aide/teacher assistance
Behaviour Based Support	<input type="checkbox"/> Remind, Reteach, Redirect, Remove <input type="checkbox"/> Emotional regulation support <input type="checkbox"/> Seating plan <input type="checkbox"/> Grouping plan <input type="checkbox"/> Establish behaviour goals <input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Counselling referral
Communication Support	<input type="checkbox"/> Social stories <input type="checkbox"/> Visuals <input type="checkbox"/> Whole class visual timetables

Step 5

ASSESS THE LEVEL OF RESIDUAL RISK

Taking into account the Risk Management / Strategies that you have developed to reduce the level of risk posed by the student's behaviour assess the level of **Residual Risk**.

Level of Residual Risk

Behaviour	+	Context	=	Level of Concern

If residual risk is too high contact Schools Consultant.

Step 6

REVIEW AND REASSESS
Behaviour Risk Management Plan

After agreed time, reassess the risk

Date of Review:

Reviewed by:

Data collection:

Evidence of new:

Likelihood of problematic behaviour

- reduced
- increased
- no change

- at risk behaviours
- people at risk
- contexts

Duration of problematic behaviour

- reduced
- increased
- no change

- strategies
- actions
- other: _____

Impact of problematic behaviour

- reduced
- increased
- no change

Action Required:

- Maintain and monitor
- Review Behaviour Risk Management Plan
- Seek further support/assistance
- Other: _____

Next Review Date:

Principal Signature:

Please copy and paste this page to record subsequent reviews and attach to this form.

Risk Management Plan

Name of Student:	DOB:	Class:
School:		Date:
Completed by:		
School Case Manager:		
CSO Case Co-ordinator:		

BEHAVIOUR IDENTIFIED	
LEVEL OF CURRENT RISK	
Date Assessed:	
LEVEL OF CONTINUING RISK	
Date Assessed:	

SCHOOL STRATEGIES	ACTION	WHO/WHEN
STUDENT STRATEGIES	ACTION	WHO/WHEN
Parents/Other:		

Parent signature: _____ Date: _____

Student signature: _____ Date: _____

Principal Signature: _____ Date: _____

Date of Review: _____