



Kirklees **Safeguarding Children** Partnership



Harmful Sexual Behaviour Practitioner Toolkit

www.kirkleesafeguardingchildren.co.uk

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Introduction

Welcome to the KSCP Harmful Sexual Behaviour (HSB) Practitioners Toolkit. This toolkit has been developed to support a wide range of professionals working with children, young people and families. It was recognised that there was a need to collate useful interventions and advice for professionals who are working in the area of HSB. Many children display HSB at the lower end of seriousness which does not progress through a criminal charge or sentence. Without the specialist intervention from the Youth Offending Team these children are missing out on a targeted consistent response from other workers. It is hoped that this toolkit increases the confidence of professionals working in education, social work and family support as well as a wide range of others who are doing direct work with young people and families.

Using the Interventions

All the intervention sheets have a suggested age / understanding range and whether the intervention is suitable for group work or more suited to being completed on an individual basis. Some of the resources will link to websites which have further resources, in particular film resources. Judgement should be used in individual cases regarding the suitability and relevance of each sheet for a young person / group of young people. Not all sheets need to be completed an assessment should be completed to determine which areas of work need to be looked at. This assessment may be at an Early Support, Child in Need or Child Protection level.

Responding to disclosures

It is important to remind young people of where they can go to talk or get help after your session. Remind the children of whom they can talk to and that you are available should they wish to talk about the issues raised by the intervention. As a result of the content of the intervention, a child might disclose that they are suffering from abuse, have done previously, or are aware of it happening to others.

Any disclosure of abuse should be treated as a potential child protection concern, and reported to following your internal safeguarding procedures.

Points to remember when listening to and dealing with disclosure:

- Actively listen, do not look shocked or disbelieving.
- Stay calm.
- Take what they are saying seriously.
- Do not ask leading questions.
- Reassure them that they are doing the right thing.
- Do not promise to keep secrets.
- Tell them that you will have to share this information.
- Explain what will happen next.
- Be familiar with your child protection procedures.
- Report to the Designated Safeguarding Lead as soon as possible.
- Record the information as quickly as possible
- Sign and date everything you record.
- Get support for yourself from the Designated Safeguarding Lead or call Kirklees Duty and Advice 01484 414960

www.kirkleessafeguardingchildren.co.uk

Ensuring a safe environment for delivering interventions

A safe learning environment helps the young person / young people feel comfortable with sharing their ideas, values and attitudes without attracting negative feedback, and will help you to manage discussions on sensitive issues confidently. It is

good practice for you to:

- work with children and young people to establish ground rules about how they will behave in discussion:
 - Everyone has the right to be heard and respected.
 - We will use language that won't offend or upset other people.
 - We will use the correct terms, and if we don't know them, we'll ask the teacher.
 - We will comment on what was said, not the person who said it.
 - We won't share our own, or our friends', personal experiences.
 - We won't put anyone on the spot and we have a right to pass.
 - We won't judge or make assumptions about anyone.
- offer opportunities for young people to discuss issues in small groups as well as sharing views with the class
- make boxes available in which young people can place anonymous questions or concerns, to avoid having to voice them in front of the rest of the group
- provide balanced information and differing views to help young people clarify their own opinions (making clear that behaviours such as discrimination and bullying are never acceptable in any form)
- be sensitive to the needs and experiences of individuals – some young people may have direct experience of some of the issues
- distance the learning from young people when working in a group setting to discourage personal disclosures in the group, avoid creating an emotional response that will block learning and to allow learners to consider the content objectively. Distancing can be achieved through the use of case studies, examples and questioning which focus on the choices and actions of fictitious characters, rather than the young person themselves
- always work within your organisations policies on safeguarding and confidentiality
- make young people aware of sources of support, and how to access it both inside and outside the school.

Definition of Harmful Sexual Behaviour

“Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult.”

(Derived from Hackett, 2014)

Brook Traffic Light Tool

Brook’s nationally recognised Sexual Behaviours Traffic Light Tool training provides a highly visible, multi-agency response that helps professionals to identify, understand and respond appropriately to sexual behaviours in young people. The KSCP Pathway for identifying and responding to children displaying harmful sexual behaviour uses this tool as its starting point.

Please note: the Sexual Behaviours Traffic Light Tool will be undergoing review and update in 2020

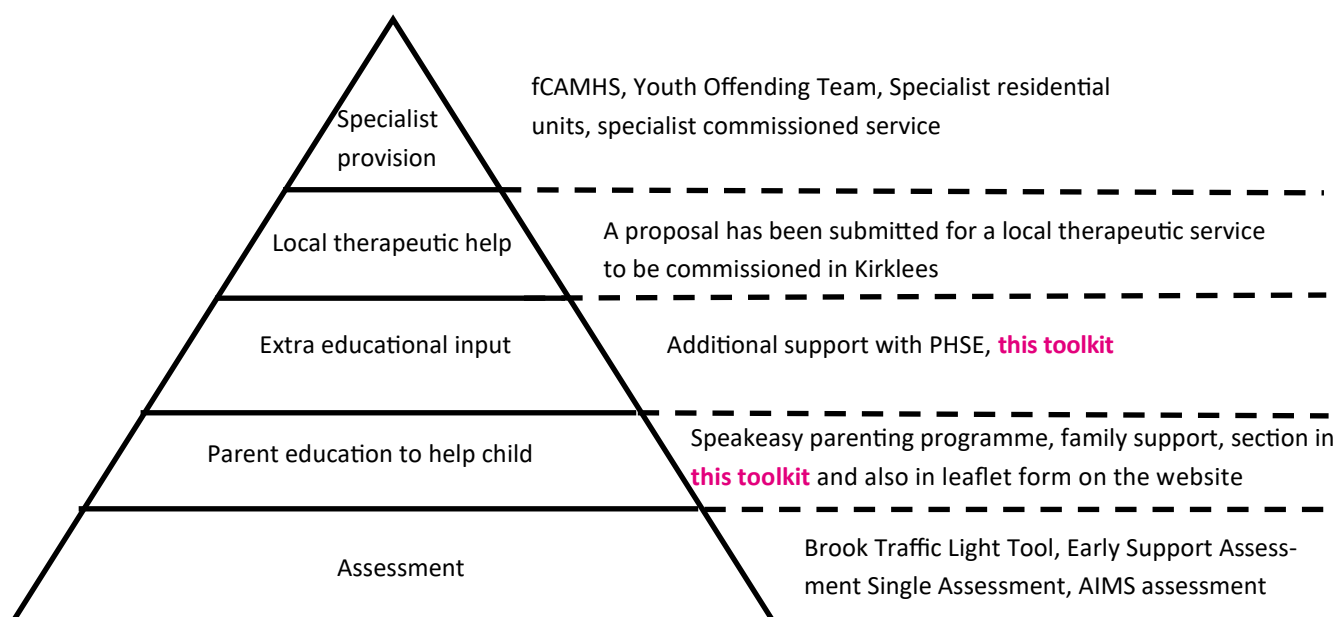
This tool lists examples of presenting sexual behaviours within four age categories. All green, amber and red behaviours require some form of attention and response, but the type of intervention will vary according to the behaviour.

https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=

KSCP Website information on Harmful Sexual Behaviour

On this page there is general information about HSB, local and national resources and link to the local HSB Pathway and this toolkit. There is also information on local KSCP training on HSB.

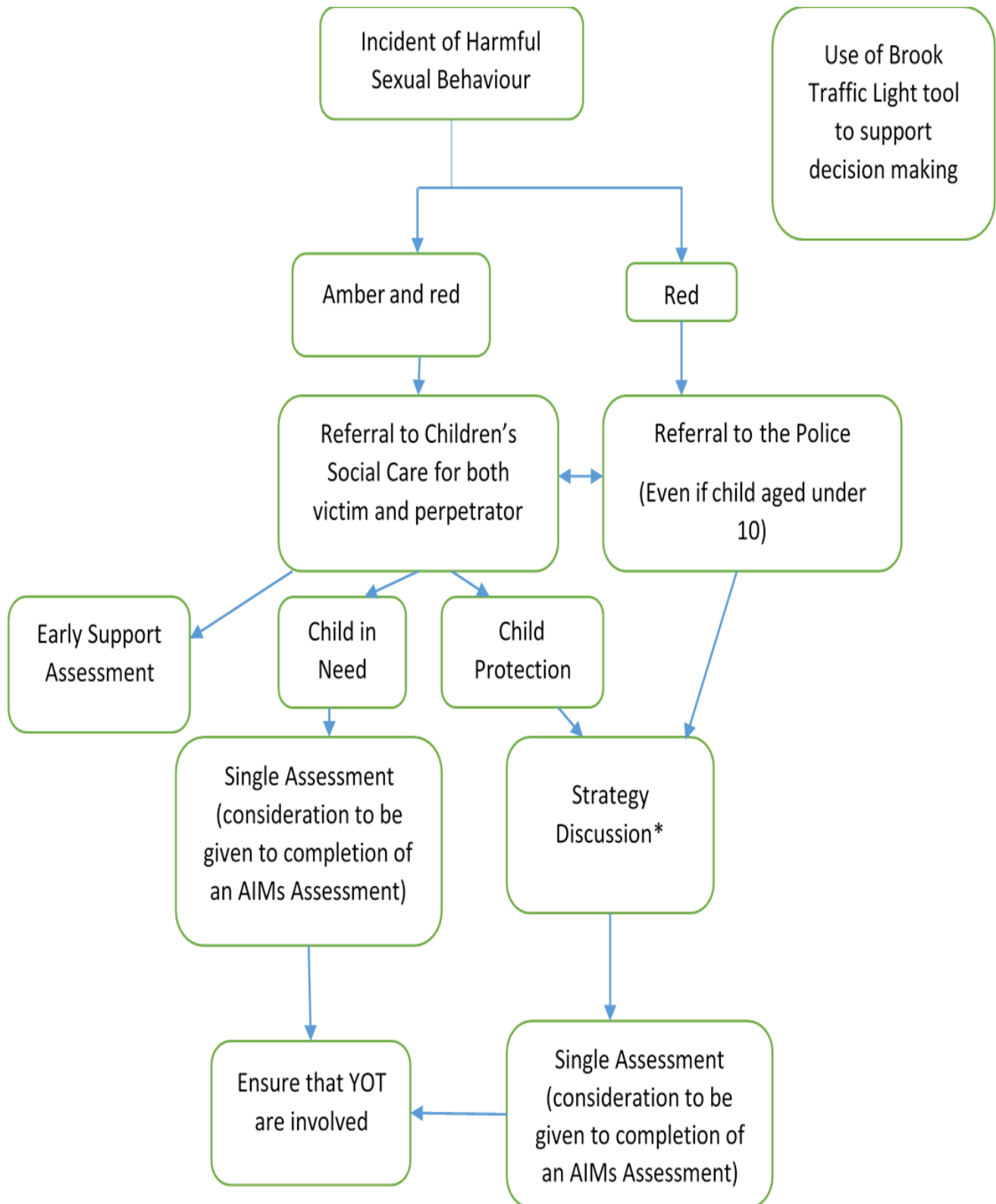
Other available interventions for Harmful Sexual Behaviour



Taken from NSPCC Harmful Sexual Behaviour Framework

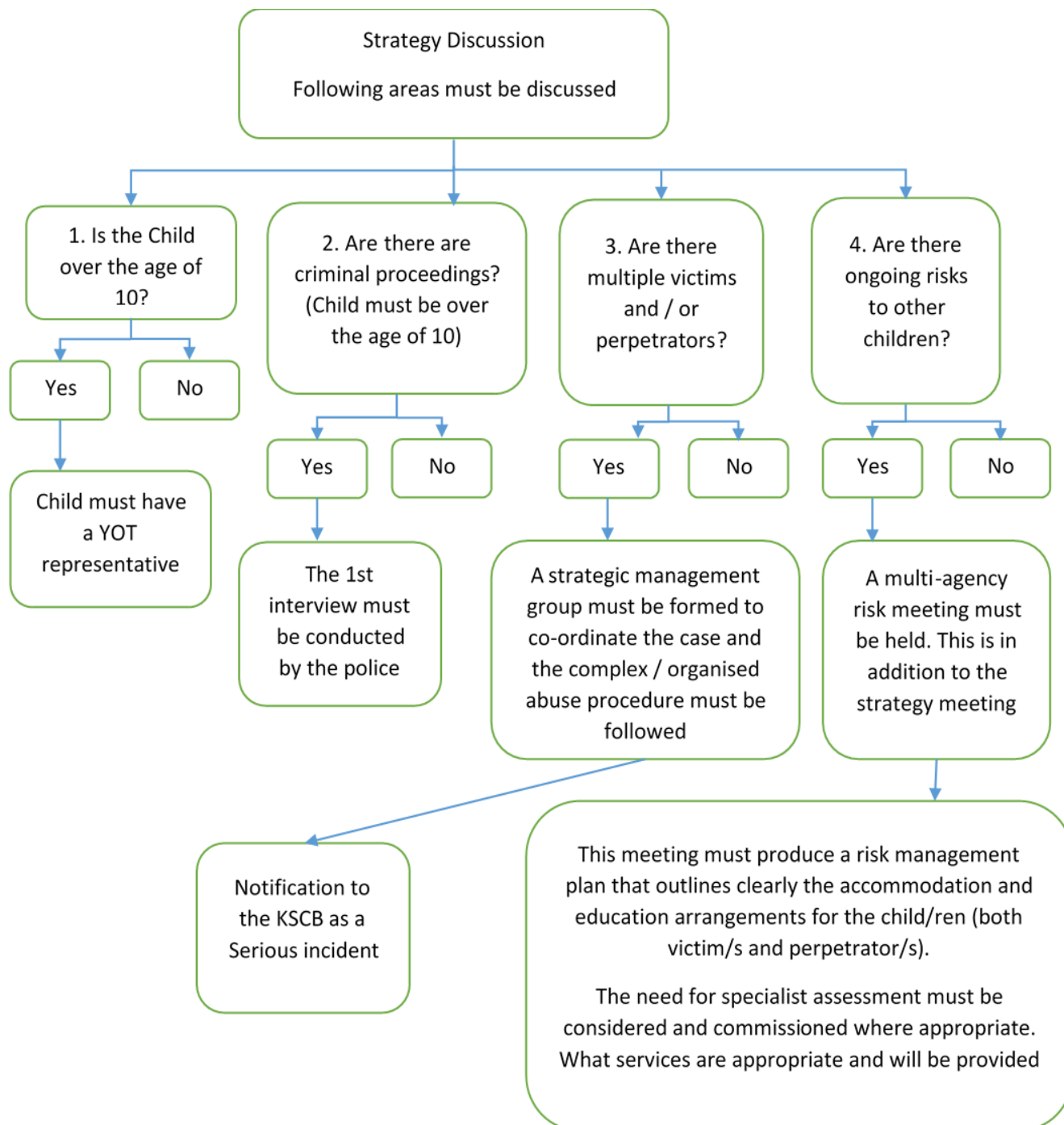
Kirklees Harmful Sexual Behaviour Pathway

(Initial Screening)



Kirklees Harmful Sexual Behaviour Pathway

(Strategy Discussion considerations)



Kirklees Harmful Sexual Behaviour Pathway

(Guidance for Single Assessments)

All assessments should include:

- Details of the incident/s (including impact on victim/s, context of abusive behaviours, age of victim/s, nature of relationship between the children / young people involved
- Child and young person's development, family and social circumstances
- Whether the "perpetrator" child / young person acknowledges the alleged behaviour
- Whether there are grounds to suspect that the "perpetrator" child / young person has been abused or there are adults involved in the development of the harmful sexual behaviour
- Details of previous incident/s
- Assessment of child's need and the need for any specialist assessments (including capacity / learning disability)
- Safety of other young people including a risk management plan for school and one for home
- Accommodation and education arrangements
- What services need to be provided

Please note that the "perpetrator" child and the victim must have separate social workers, even if they are in the same household. If the same social worker is allocated to both children this must be signed off by a service manager and the reasons for doing so clearly recorded on both children's files.

Do's and Don'ts for professionals when working with young people who display Harmful Sexual Behaviour

- Children who display harmful sexual behaviour (HSB) should be treated as children first and foremost.
- Don't contain but manage the risk.
- Denial should not be considered an aggravating factor among sexual offenders.
- The victim safety is paramount (Not to put potential victims needs over the YP)
- Avoid labelling.
- Do not act in a controlling or authoritarian manner.
- Do not forget to mention sex. Talking about sexual behaviour can be embarrassing for adults and children: use correct names for body parts and sexual behaviour
- Be open-minded & non-judgement.
- Use the child's & family's strengths.
- Do engage the parents.
- Do acknowledge the important of context.
- Do take account of individual needs & a child-centred approach.
- Adopt a holistic and multi-agency approach.
- Don't always assume an AIMS assessment is required.
- Do go at the young person's pace
- Do Seek supervision support (be prepared to experience all sorts of emotions when working with young people)
- Do too much talking, asking questions or interviewing
- Force or push a young person to talk about their harmful behaviour, particularly if they become distressed

10 ‘Helpful Intervention Tips’ when working with young people with young people with Harmful Sexual Behaviour

1. Think about the young person’s development
2. Distinguish between OK/Problematic/Unhealthy
3. Reduce shame & stigma
4. Look at their whole world & get to know them – involve their network
5. Strengths/resilience/protective factors
6. Talk about the internet/social media & pornography
7. Consider the meaning & function of the sexual behaviour
8. Use methods/resources which engage & are age appropriate
9. Keep up to date with research/resources
10. Remember! The relationship you have with the Young Person is the most important thing!

Approaches that work well with young people

It is unusual for any young person to be keen or hugely motivated to talk about their harmful sexual behaviour. There are often barriers, including feelings of shame and fear of rejection or being labelled, that makes it difficult for young people to talk about what they have done and the impact it has had on others. Young people tend to respond positively to a gentle, collaborative approach, where they feel listened to and supported, rather than experiencing something done to them.

Getting to Know You

In Pairs—Ask your partner:

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips: This can be used for group work settings between young people or between yourself and the young person if working individually. In a group setting the information is used to introduce their partner to the group

Intervention Credit: Joanne Simpson (Schoobies Group)

Interviewer's name:.....

Partner's name:.....

What do you like doing best?

What is your favourite colour?

What animal would you like to be and why?

Tell us on important responsibility that you have:

Heathy Relationships

Power and Control Wheel 1

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips: This model and the one on the following page highlights the features of an abusive or disrespectful relationship. Use this to explore the young persons views on relationships and what they do or have experienced with different people

Intervention Credit: Duluth Domestic Abuse Intervention Project



Power and Control Wheel 2



Healthy Relationships/ Friendships

How to mend a broken heart

Not all relationships last forever and breaking up with someone can be upsetting and stressful, even if it is your own choice.

What are some of the feelings that might occur after a break up?

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips:

Intervention Credit: Child and Family training

Positive strategies	Not so positive strategies
Talking to someone	Telling everyone how badly they treated you

What are some of the possible consequences of using the less positive strategies?

What other tips would you give to someone going through a break up?

Healthy Relationships/ Friendships

Exploring relationships

Aim: This activity introduces the topic of relationships and invites young men to talk about the different types of relationships and friendships they have, and their emotional closeness

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips:

Intervention Credit: CYP Now Resources, Vanessa Rogers
"Sex and relationships work with young men"

You will need:

A large sheet of paper with a picture of a young man stuck into the middle of it

Sticky notes

Marker pens

The activity:

In pairs, ask the young men to talk about the different people they have spoken to over the last 24 hours. Encourage them to think about casual conversations as well as those with close friends or relatives.

Invite feedback from the whole group and write each suggestion such as sister, friends, sports partner or girlfriend on a different sticky note.

Place the sheet of paper with the picture on where everyone can see it. In turn, hand each young man a sticky note, asking him to stick it onto the sheet in relation to the picture of the young man in the centre. People that the young men consider to have the closest relationships with should go closest to the picture; those that are emotionally less close should be placed further away.

Ask other young men to comment on the positioning and conclude that those closest differ depending on the individual's relationships and everyone will have different feelings. For example, some young men might feel close to their mother or father, whilst others might feel less so and that it is important to respect that and not make assumptions about relationships other people have.

Discussion points:

- What makes a good relationship or friendship?
- What makes a good personal relationship (girlfriend or boyfriend)? Why is it different?
- Do relationships last forever?
- What can cause relationships to go wrong or end?
- What can help couples stay together?

Public vs. Private

PANTS

Learning objectives

Children will be able to:

- understand and learn the PANTS rules
- name body parts and know which parts should be private
- know the difference between appropriate and inappropriate touch
- understand that they have the right to say “no” to unwanted touch
- start thinking about who they trust and who they can ask for help.

Talk PANTS (10 minutes)

1. Introduce the PANTS rules to the class.
2. Show the Talk PANTS poster or image. You can also show a film featuring our friendly mascot Pantosaurus. His catchy song covers the main points of PANTS and is a good way to introduce the topic. <https://www.youtube.com/watch?v=IL07JOGU5o>
3. Show children the PANTS acrostic to explain the main messages. Use the PANTS posters or show our web resources on the whiteboard.
4. Take each sentence in turn and explain what each letter of PANTS stands for. Check that the children understand each phrase. Encourage them to say it out loud as a chant, if they are familiar with this learning method, and depending on their age. This might be harder for younger or lower ability students.

Design your own pants (10 minutes)

1. Provide a variety of arts materials so that the class can design their own pants. This can include sheets of plain paper, wrapping paper, tissue paper, colouring pencils, pens and paints.
2. Task: Making pants Working in pairs/small groups ask children to design and make their own pants using the pants templates or by designing their own pants shapes. Each pair can use one of the PANTS letters so that there are multiple complete versions of PANTS to display or use later in task two.
3. Display the pants in the classroom as part of the ongoing objective to reinforce the PANTS rules.

Labelling parts of the body (10 minutes)

1. Task: Body parts puzzle Create a large representation of the human body so that the children can help to label key body parts and identify what area is covered by pants (use the pants from task one for this).
Options include:
 - Use the body parts puzzle.
 - Have a teacher draw a body shape on the whiteboard (or a large piece of paper),
 - or ask for a child to volunteer to do this.
2. Ask the children to help you label each part of the body. Curriculum guidance says that pupils aged 5-7 should know the terms penis and vagina. Introduce this vocabulary in measured terms when explaining that the pants region shouldn't be touched. Say that there are special circumstances when touching is OK, which you will cover next.

Age / Understanding Range:

Suitable for Group work: Yes

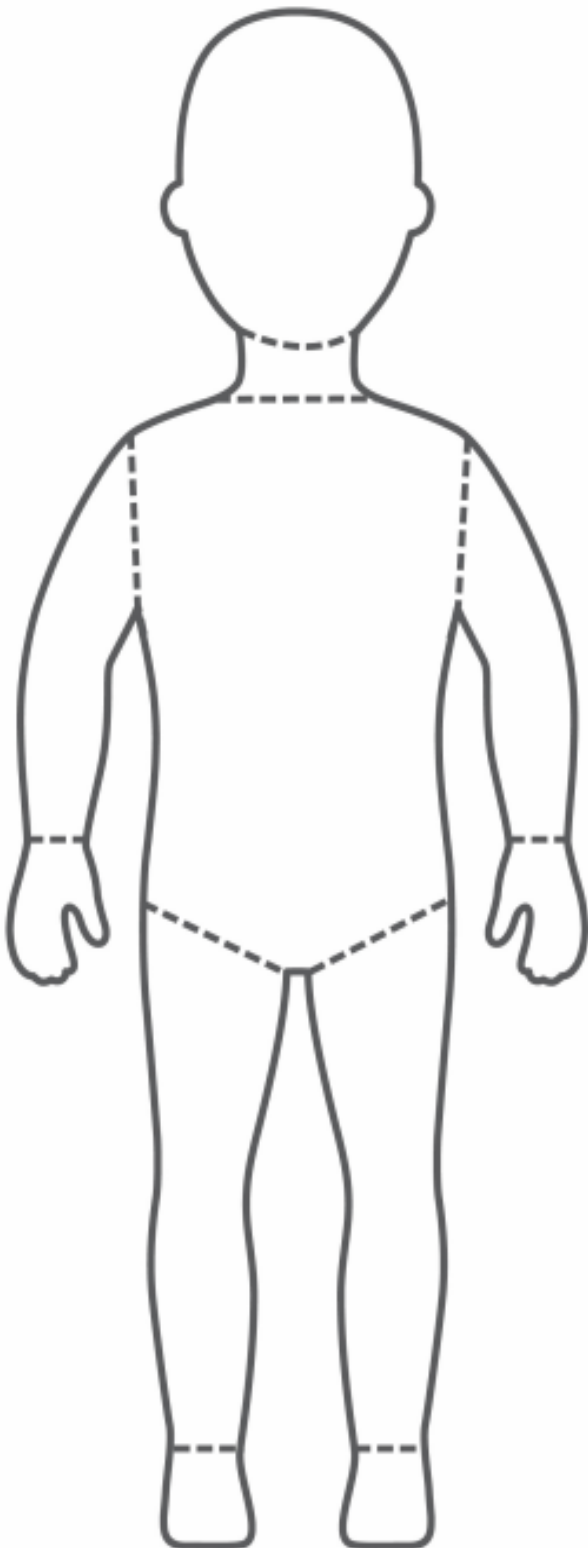
Intervention Tips: Visit NSPCC and Search PANTS resources for more information and ideas

Intervention Credit: NSPCC



1

PANTS 2



'Good' and 'bad' touch (10 minutes)

1. As a class discuss the difference between appropriate/'good' touch, and inappropriate/'bad' touch. Explain that touch can be good, bad or unwanted.
2. Move on to a teacher-led discussion about positive and negative feelings linked to 'good' touch/'bad' touch. Say that 'good' touch should make you feel positive – like hugs and kisses from family members. Talk about why people might touch you: • to show affection (hugs, kisses, cuddles) • to keep you safe (holding your hand when you cross the road) • if you're ill or hurt (doctors and nurses).
3. Then talk about touch which maybe doesn't feel good but is necessary such as: • grabbing you to stop you running into a busy road, or other danger • examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present). Reinforce that if someone needs to break any of the rules of PANTS they should explain why. Children can say no, and should never be forced to keep secrets that make them feel worried or uncomfortable.
4. Make sure the children understand that they should not be asked to keep secrets that involve touch. Give this example: A parent's friend comes into your room and gives you a hug and a kiss, then they tell you it's a secret and you shouldn't tell anyone. Explain to pupils that if they are being asked to keep secrets by people and don't understand why, they should talk to someone they trust about them.
5. Finally – 'bad touch'. Again, this needs to be teacher-led. Avoid discussions about abuse, reinforce that if they feel uncomfortable about touch they can talk to someone they trust.

People you can trust (10 minutes)

1. Lead a discussion and ask the children to think of different types of helpful people. Explain that people who you can trust and who can help might be very different for different people and could include a parent, a sibling, a friend's parent, a teacher, a police officer etc.
2. Task: Trust list Pupils write a list of people they trust most. You should offer guidance on who this might be but make sure this does not include generalised statements of people who can definitely be trusted. Each child should create their own individual list. Encourage them to make it more personal. Ask them to think of people in their life who they feel they could confide in and trust.

3. Encourage the children to write their own list and keep it somewhere safe.

Plenary (10 minutes) 1. Review and reinforce the PANTS acrostic. See if the children can remember it. Working in small groups, give each group one letter from PANTS, and ask them to say it to the class. Ask the children to call out key words from PANTS, eg: 'private', 'your body', 'no', 'secrets', 'help'. Encourage the children to use the pants they designed earlier to consolidate their understanding.

Public vs. Private

Be Share Aware—Lesson 1 Alex

Learning Outcomes Pupils will leave this lesson understanding the dangers of taking personal photographs and sharing them online

Start with a baseline assessment to find out what the pupils know/don't know about this aspect of online safety. Ask them to draw a person around their age and to write down all the things that they need to do to be safe when they go online.

Ask the class:

- Who is good at sharing? (allow responses, and agree that sharing is a great attribute to have) 2
- What kinds of things do you share? (allow responses)
- Should we share everything? Discuss things that we shouldn't share. These may include: passwords, private things, personal information, our bodies, gossip etc.

Ask the class: Sharing things online is very easy, what kinds of things can people share online? Teacher may wish to give an example of something they have shared online such as a photograph of the class on the school website or update on a sports match or information from a recent meeting on Twitter or Facebook. Discuss with the class: Sharing information online can be very useful but sometimes it can be dangerous. Can anyone think of something that might be dangerous to share online?

Ask the class: What websites do you know about, and which ones might you want to use? Discuss with the class: Some sites have age restrictions, why do you think this is? (Make sure that children are clear that even if they do visit or sign up to a site/game/app that isn't designed for their age and they have an issue or bad experience there is always someone there to help – they shouldn't be afraid to ask for help and it is not their fault.) Explain that we are going to look at a clip now that demonstrates an example of this.

Introduce the clip we are going to look at today shows the dangers one boy faced when he shared a photo online. This is a story about a boy called Alex. Alex is not someone you know, he doesn't go to your school and Alex isn't his real name – but his story IS real and we know that this has happened to some children. <https://www.youtube.com/watch?v=9apL7yIbhrA>

Now we are going to watch the clip again but this time I would like you to put your hand up every time you see a danger sign. So just pop your hand up and then put it down again. And then if you see another danger sign put it up again so I can see.

- What happened in the film?
- What were the signs that something that would cause upset was going to happen?

Discuss the questions below:

- Was it a good idea for Alex to take that photo?
- Should Katie have sent it to other people?
- What was the impact of Katie sending the photo on to other people? On Alex? On his family? On his friends?
- What could Katie have done instead with the picture when she saw it?

Give reasons for why Alex should not have sent the photo in the first place. When Alex started to get texts from someone trying to bully him, and a man he didn't know, what could he have done then? What do you think the outcome might be?

Remind pupils that the things we read, see and hear online can lead people to have all sorts of feelings (e.g. happy, hurt, excited, angry, curious). Our feelings can influence what we do and say online and can cause us to forget the consequences of our actions. We all have to be responsible and think about what we are doing and what the impact of our actions could be on ourselves, and on other people.

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips: Visit NSPCC and Search ShareAware resources for more information and ideas

Intervention Credit: NSPCC

Public vs. Private

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips: Visit nspcc.org.uk/lovelife to download additional materials

Intervention Credit: NSPCC

PANTS (Love.Life)

This activity is part of Love.Life. – a set of films and supporting resources which help young people with learning disabilities explore topics such as emotions, relationships and identity. Find out more at nspcc.org.uk/lovelife

Learning objectives

Young people will be learning about:

- that private parts are private with Talk PANTS
- personal boundaries
- being able to say no and how that makes us feel.

The activities

Materials you will need:

- coloured pens and pencils
- printouts of the 'PANTS problems' and 'PANTS' worksheets available at nspcc.org.uk/lovelife

PANTS problems

After watching the film, explore the tricky situations included in the PANTS problems worksheet and see which rules are best suited to tackle each problem. You could cut them out and put them in a hat or bowl for people to pick out. See if people can answer or if the group can help them. This can begin discussions about who a safe person might be and what to do when you get warning feelings.

PANTS poster

Either as a whole group, or in small groups, cut out, colour and decorate the PANTS worksheet. Use them to make your own PANTS poster as a group explaining how to talk PANTS.

No means no

In pairs, choose one person to make requests. You could give examples like, 'Will you share your lunch with me please?' or 'Will you lend me a pound?' The other person finds ways to say no, clearly and firmly. After everyone has had a few goes, the pair swaps round and the other person practices saying no. Check in with everyone about how it felt. Did anyone find it tricky? Did anyone feel bad or mean for saying no? Finish by reminding that you can always say no.

Public vs. Private

Changes and choices

Learning objectives

Young people will be learning about:

- keeping safe online
- how feelings can change
- different kinds of love
- consent.

The activities

Changes and choices is a longer film than the other films that are part of Love.Life. We have suggested two breaks where you could stop the film. You might want to show them one part at a time, and have activities in between, or revisit each section more than once.

Materials you will need:

- coloured pens/pencils
- coloured paper, scissors and modelling clay
- books about puberty, body changes and sex
- printouts of the 'Personal and Public' and 'Safe Person' worksheets available from nspcc.org.uk/lovelife

Watch part one of the film

Have a discussion with the group about how Jim and Ash met; what they like to do together; what Jim is good at and what Ash is good at. You could ask the following questions:

- What do you like to do with friends?
- What are you good at?
- What do you like to get help with?

Extension activity: get young people to make individual posters titled 'me and my friends' and explore, strengths, things people need help with and what makes a good friend?

Talking Points: what's the difference between friends online and friends in real life? What is private space?

Where is private? What do we do in private?

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips: Visit nspcc.org.uk/lovelife to download additional materials

Intervention Credit: NSPCC

Public vs. Private

Changes and choices 2

Watch part two of the film

Different kinds of love

Cutting out, drawing, modelling or making a list of different people we love or feel close to. With the whole group or

smaller groups, make either a poster or figures using modelling clay. This might include well-loved pets too.

- How do we love them?
- Are they friends or family or are they a boyfriend or girlfriend?
- Why are those kinds of love different?

Place the cut out or modelled people depending on the type of love we might have for them, friends and family love or intimate love. Help the young people to arrange them in the two different groups according to the type of love we have with each person.

Extension activity: The films might bring up some questions like

‘Isn’t it rude to talk about things like this?’

‘What is sex?’

‘What are private parts like?’

It may be useful to incorporate discussions about sex, puberty and physical body changes. Having books and pictures or other resources might be useful here.

Talking point: changing feelings, talk through how Ash’s feelings have changed. She thinks she is starting to like Jim in a different way to just being friends. Has anyone had that experience? It’s tricky for Ash. What questions does she ask Steph?

Watch part three of the film

What about you?

Working in pairs or small groups, use the Personal and Public worksheet to make a poster showing what information is personal and should stay private online and what information is safe to share. It might be useful to think about the things you could tell someone about yourself and might include the following prompts:

- your likes and dislikes
- your address
- your photograph
- your age/ your birthday
- your school
- your name.

Who’s your safe person?

Talk about who a safe person might be, can everyone think of someone who is a good safe person to talk to? Using the Safe Person worksheet make a picture of your safe person. What makes them a safe person? Add on the things that make them a good safe person, for example ‘they are easy to talk to.’ If anyone finds it difficult to think of someone, you can make suggestions or ask them to describe what kind of person they would like as a safe person. This might flag other work.

The experiences of Ash and Jim might open up ways to talk about lots of different ideas around relationships for the young people you’re working with. This film can also be used to explore other topics that may arise from watching it, or might be issues that young people have already faced. For example, private space, OK secrets, consent, changing feelings. It may be useful to spend more time on some things and less on others, adapting to the needs of the young people you’re working with and using the experiences of the characters in the films as a way of exploring these ideas.

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips: Visit nspcc.org.uk/lovelife to download additional materials

Intervention Credit: NSPCC

Managing Feelings

You, me and us

Learning objectives

Young people will be learning about:

- how different things and situations make them feel
- what things they like and don't like and how this varies from person to person
- how they feel about the people they care about.

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips: Visit nspcc.org.uk/lovelife to download additional materials

Intervention Credit: NSPCC

The activities

Materials you will need:

- sensory objects such as soft fabric, bristle brush, hot water bottle, smooth stone or other objects you have available
- printouts of the different emotion pictures (butterflies, wasps, hot water bottle, stone) available at nspcc.org.uk/lovelife
- paper and coloured pens/pencils
- a selection of different coloured card
- modelling clay
- pictures of the young person's family members.

Sensory objects and feelings

Before watching the film pass around different sensory objects such as, crinkly cellophane, soft fabric, bristle brush, or other objects you have available. Ask the group to explain how each object makes them feel. It's helpful if there is a wide variety of objects.

After the film explore the objects again. You can also print out the different emotion pictures. This time, ask if the group can connect each object to a feeling and remember times that they have felt like that.

Extension activity: map the ideas and experiences onto a poster with pictures of the sensory objects.

Colour your feelings

Can the feelings that the group discussed be given a colour? Using different coloured card, the group creates a colour card for each emotion with drawings of the objects and situations that bring up each feeling.

Mapping me

Each person draws or writes about:

- (1) people I care about
- (2) things I like
- (3) things I don't like.

It might be useful to prepare for this activity by printing pictures of the young person's family.

Extension activity: the group creates a flag, using paper or modelling clay, that represents who they are, with objects to represent their likes and dislikes.

Self-Esteem

Age / Understanding Range:

Suitable for Group work: No

Intervention Tips: This can be done as a discussion or as a worksheet that is completed by the young person on their own.

Intervention Credit: Johnny Matthews

On the left hand side below, write down the negative **words that other people might use about you, or the things you might think about yourself for committing your offence/s**. You might write things like “nonce” or “pervert” or whatever words you think people might use.

On the right hand side write all the **positive words you could use to describe yourself**. For instance you might write “bright” “likeable” or “caring”.

NEGATIVE WORDS ABOUT ME

- | | |
|----|-----|
| 1) | 6) |
| 2) | 7) |
| 3) | 8) |
| 4) | 9) |
| 5) | 10) |

POSITIVE WORDS ABOUT ME

- | | |
|----|-----|
| 1) | 6) |
| 2) | 7) |
| 3) | 8) |
| 4) | 9) |
| 5) | 10) |

Have a look at your two lists. Now think about how much of your time you spend doing the things on the negative list, and how much you spend doing the things on the positive. Write a percentage next to each to show how much time you spend on each – one for positive and one for negative – like most people you probably spend at least half your time doing positive things, so you are *mostly* a good person. **REMEMBER IT!**

Self Esteem

Gratitude Journal—Three Good Things

Age / Understanding Range:

Suitable for Group work: **No**

Intervention Tips:

Intervention Credit:

Day 1

One good thing that happened to me today...

Something good that I saw someone do...

Today I had fun when...

Day 2

Something I accomplished today...

Something funny that happened today...

Someone I was thankful for today...

Day 3

Something I was thankful for today...

Today I smiled when...

Something about today I'll always want to remember...

Day 4

One good thing that happened to me today...

Today was special because...

Today I was proud of myself because...

Self Esteem

Gratitude Journal—Three Good Things 2

Day 5

Something interesting that happened today...

Someone I was thankful for today...

Today I had fun when...

Day 6

Something about today I'll always want to remember...

Something funny that happened today...

My favourite part of today...

Day 7

Something I was happy about today...

Something good I saw someone do today...

Something I did well today...

Consent

Consent Scenarios

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips:

Intervention Credit: Johnny Matthews

Tom has fancied Jane for ages. She agrees to go to a disco with him – they dance a lot together and kiss each other whilst on the dance floor. Tom is 16 and so is Jane. He asks her to walk home with him. As they walk through the park they stop for a kiss and end up having sex. Tom then walks Jane home.

Consenting? (Why/why not?)

Legal?

Dave and Pete are best friends – they play in the same football team, live in the same street and spend lots of time together – they are both 15. One day Dave tells Pete that he fancies him – Pete says he feels the same way about Dave. They kiss each other and both really enjoy it. After a few days, they have anal sex using condoms.

Consenting? (Why/why not?)

Legal?

Sarah is 14 and babysits for Mark who is 6. On TV they see a couple in bed together – Mark asks Sarah what sex is. Sarah says that if he undresses she will show him. She then touches his penis and gets him to touch her vagina.

Consenting? (Why/why not?)

Legal?

Jim really fancies Sarah – they are both 15. At a house party they begin kissing each other and Jim asks if she want to go upstairs into one of the bedrooms, Sarah says, “Yes.” After a few minutes of kissing, cuddling and touching each other, Jim suggests they have sex – Sarah agrees. Just before they have intercourse, Sarah changes her mind. Jim is very angry. He locks the bedroom door and has sex with her anyway.

Consenting? (Why/why not?)

Legal?

Paul is 12 and has discovered masturbation – he really enjoys this and does it nearly every day. One day when he is playing with his little cousin Marie, who is 3, he discovers that it feels nice to bump her up and down on his lap. Paul now looks for opportunities to play with Marie like this, and regularly ejaculates (comes) whilst he does so.

Consenting? (Why/why not?)

Legal?

Consent

Sex without consent I suppose that's rape

Scenarios to prompt discussion on consent

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips: This can be done in a large group or separate groups of girls and boys

Intervention Credit: Office of the Children's Commissioner

Kelly, 14, describes Eli, her boyfriend of four months, as her best friend and 'more'. She has not had 'full sex' with him although her friends think she is 'crazy' as 'guys don't hang around for long'. They have decided to have sex when the time is right. Recently they were revising together at his house when 'things started heating up'. They started kissing and touching each other and went to his bedroom, undressing down to their underwear on the way. Kelly remembered Eli moving her hand towards his penis, when she flinched. Eli looked at Kelly and said 'babe, best leave it for now'. They carried on with 'everything else' and had a 'hot night'.

Joey is 16 and all his friends are 'hooking up' with girls. He had wondered 'for a while' if he is gay, and wanting to find out, he bunked off school and went to street of gay bars he had read about. He was 'proper nervous' walking up and down this street. A man in his 20s approached Joey and offered to buy him a drink. He seemed 'cool' so Joey went into one of the bars with him, where the man told him to go and sit in a corner while he bought him a pint of lager. Joey had to lean close to him to talk over the music, and told him that while his friends were hooking up with girls, he thought he was a different. The man 'seemed to understand' – said he went through the same thing at his age and that it 'was hard'. Then the man put his hand on Joey's leg. Unsure what to do, Joey sipped his drink and went to the toilet. As he headed towards a cubicle, he realised that the man had followed him and had shut the door behind them. Joey asked what he was doing; the man replied 'trying to help you find out', dropped his trousers and before Joey knew what had happened he had put his penis in Joey's mouth. Joey froze. When the man had 'finished', he kissed Joey and offered to buy him another drink. Joey says he ran out of the bar.

Sabrina is 13 years old and likes Amir, a boy in the year above her at school. They have been flirting recently and she has sent him a couple of photos. She thought he liked her too, so went to his house. Once there Amir showed her a pornographic video on his mobile phone, which Sabrina thought was 'kind of nasty, but a bit funny'. She had never seen anything like that before. Afterwards they started kissing and Amir put his hand up Sabrina's top, which she liked, but when he started to put his hand into her underwear she was unsure. Amir asked if Sabrina gave head – she says no and they both laughed. He told Sabrina he really liked her and that he thought she liked him too. When they kissed again Amir told Sabrina she made him 'hard' and that there was somewhere else he wanted her to kiss. As she did not want him to think she was frigid, Sabrina agreed, at which point Amir showed her his penis. She kissed his penis and Amir held her head down. She 'didn't know what to do' as she had 'never done anything like that before'. When he was finished Amir asked Sabrina if she liked it, and she said yes, but just wanted to 'go home'.

Kate, 14, has been 'hanging out' with Carl recently and really 'fancied him'. He invited her to his house one night; she wore skinny jeans and a stripy top that made her 'boobs look good'. They chatted, just the two of them, but Carl was 'acting weird' and received lots of messages on his phone. Gavin and Shane, two of Carl's friends, turned up and 'annoyed' Kate by 'going on' about her good her breasts look. Carl 'plays up' to them. She went to the kitchen to text her friend, but is followed by the boys. Shane snatched Kate's mobile phone and although she tried to get it back, Carl told her she could only have it if she kissed them. Kate did this as she wanted her phone back; Carl said to her 'Come on Kate, show some effort'. They all go to the living room, where things go 'too far, just too much' while Carl told all of them to 'do stuff'. The three boys took in turns to have sex with Kate and filmed it all. Gavin is 15 and was invited to Carl's house with Shane. Kate was there and 'looked fit'. He asks 'You think I liked it? It got way out of hand.' Gavin knew that Kate did not want to 'do it', but felt that the boys would think he was a 'pussy', so he felt compelled to take part. He knows it was wrong, it felt wrong, and now he feels weird about what 'he's done'.

Consent

Sex without consent I suppose that's rape 2

Monique is 17 and recently had a night out with a friend from college. After going to a couple of bars, they moved onto a club. She remembers dancing with a 'good-looking' man on the dance floor, who made her laugh. He bought her a drink at the bar, and shortly afterwards when she went to the toilet, he followed. From this point her memory is completely blank until she woke up at a friend's house, disorientated, confused and achy, without her handbag or mobile phone. Monique's friend found her in the toilets 'in a mess' and took her home in a taxi. She felt 'horrible and just knew something wasn't right', but could not remember anything. However, she was 'sore down there' and there was evidence of sexual intercourse in her underwear. She was sure 'something happened to me'.

Chelsea is 16 and ran away from home at 14; she says she had 'no choice' she just 'could not stay there anymore'. She has been living on the streets for almost two years, but does not feel safe and knows it is not how a 16 year old should live. She met Steve, who was 23, and he offered her a place to stay on his sofa. Chelsea asks about the 'catch' but he assures her there is none. She goes back to his flat, drinks and smokes with him to the point where she is 'absolutely out of my head'. She tells Steve she is 'knackered' and wants to go to sleep, although Steve says she should sleep in his bed, Chelsea insists that the sofa is fine. Steve then says she should show how grateful she is and give him oral sex. Tired and wanting to be left alone, Chelsea gives him oral sex. The next morning Steve offers Chelsea a place to stay whenever she wants as long as she was prepared to show her him her gratitude. She tells him 'where to go' and leaves. After a few days staying at her 'usual spot', the cold and windy weather overwhelms Chelsea and she returns to Steve's flat. He asks Chelsea if she 'remembers what the arrangement was' and although she agrees to give him oral sex every night she stays, Steve 'wanted more' – full sex. Every night Steve 'does what he wants' to Chelsea. She is scared that if she does not do what he wants, she will end up back on the streets again.

Josh is 15 and has been going out with Tashi, his 'gorgeous, smart' girlfriend for four months. They do 'all the bedroom stuff' but he describes their relationship as 'more than that'. Since they attended a party together a few days ago, Tashi has been 'off' with him. Both were drunk at the party, and Tashi went to lie down as her head was spinning. When Josh went to check on her later, he found Tashi 'passed out'. He lay down next to her and she cuddled into him. Josh rubbed her leg and underneath her dress, and he says that they had sex 'like we always had sex'. Tashi left the party early, has not made contact with Josh since and he does not know what he has 'done wrong'.

Victim Awareness

Ripple Effect

Like a stone thrown into a pond our actions can “ripple” out to effect many people.

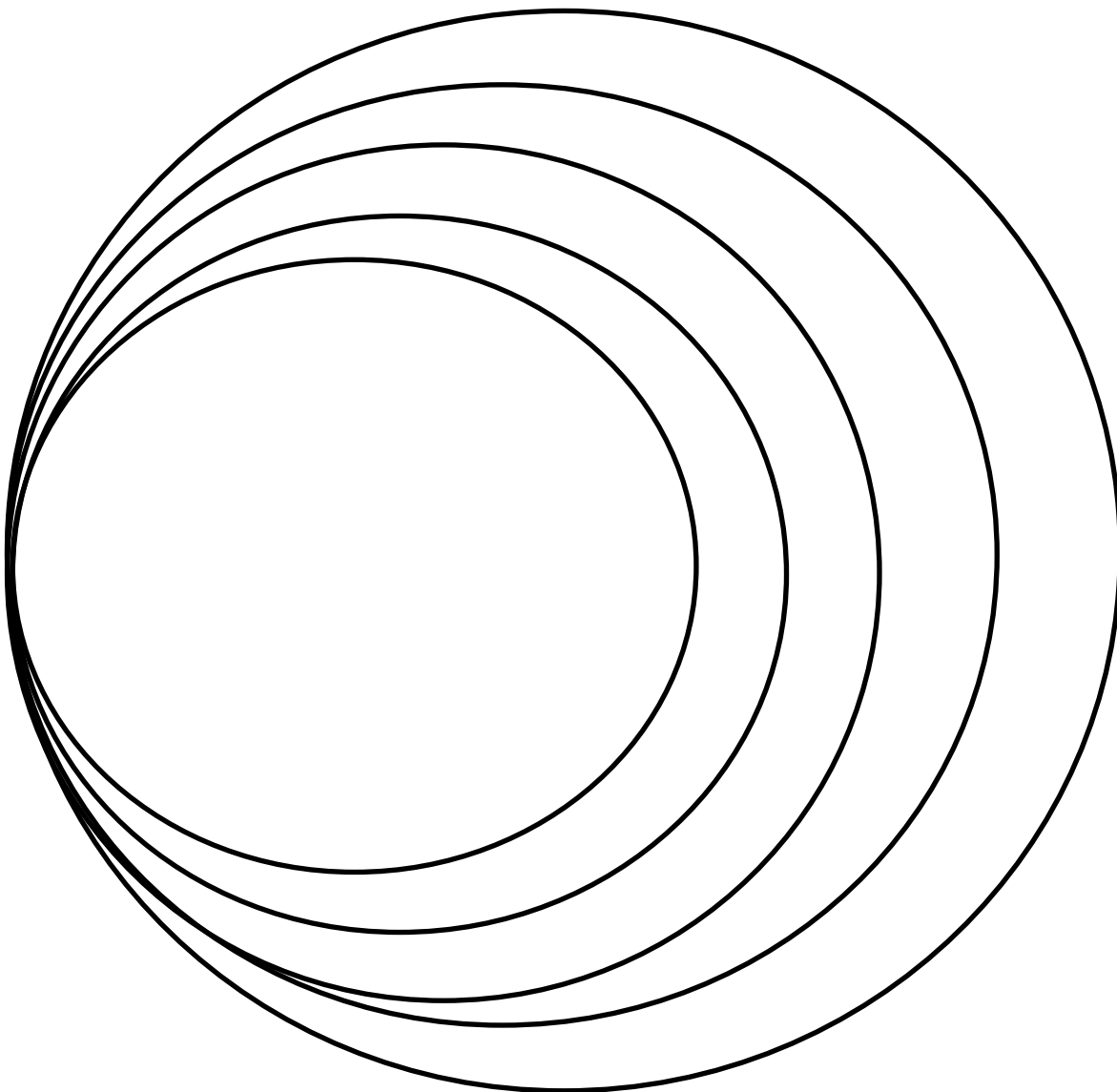
Age / Understanding Range:

Suitable for Group work:

Intervention Tips: Encourage the young person to think about wider impacts than just immediate people they know

Intervention Credit:

Who has been impacted by my behaviour?



How have people been effected by my behaviour?

Victim Awareness

What if I re-offend?

Who will I hurt if I offend again?

What will I lose if I keep re-offending?

What are the affects of sexual abuse on my victims?

What are the effects of sexual abuse on my family?

What are the effects of sexual abuse on my victim's family?

Age / Understanding Range:

Suitable for Group work: No

Intervention Tips: This can be done s a discussion or as a worksheet. You can change “offend” and “sexual abuse” for specifics regarding the behaviour displayed offences committed

Intervention Credit: Johnny Matthews

Victim Awareness

Excuses....

Age / Understanding Range:

Suitable for Group work: No

Intervention Tips: Allow young person to circle the “excuses” that they feel apply in their case, or the ones they have said but no longer believe and then have discussion to explore / challenge

Intervention Credit: Johnny Matthews

I didn't do it
can't remember

I won't do it again
I only.....

She/he did it to me first

I didn't mean it to happen

I wasn't there

Someone else did it

They egged me on to do it

She/he is lying

I was drunk

My friends have done it

She/he led me on

She/he didn't try to stop me

I didn't hurt her/him

She/he asked for it

Their whole family is like that

I got carried away

It's a big fuss over nothing

She/he started it

She/he must be OK, s/he didn't cry

It was someone who looked like me

She/he loved it

She/he's done it before

I was just showing her/him

It only happened once

I only touched her/him

I didn't think

I was only joking

I wasn't violent

I don't know.....

I was just playing around It wasn't my fault

No-one will know

I thought it was OK

It'll be alright

It was only a game

I always get blamed

She/he didn't say no

It was done to me

It just happened

Consequences

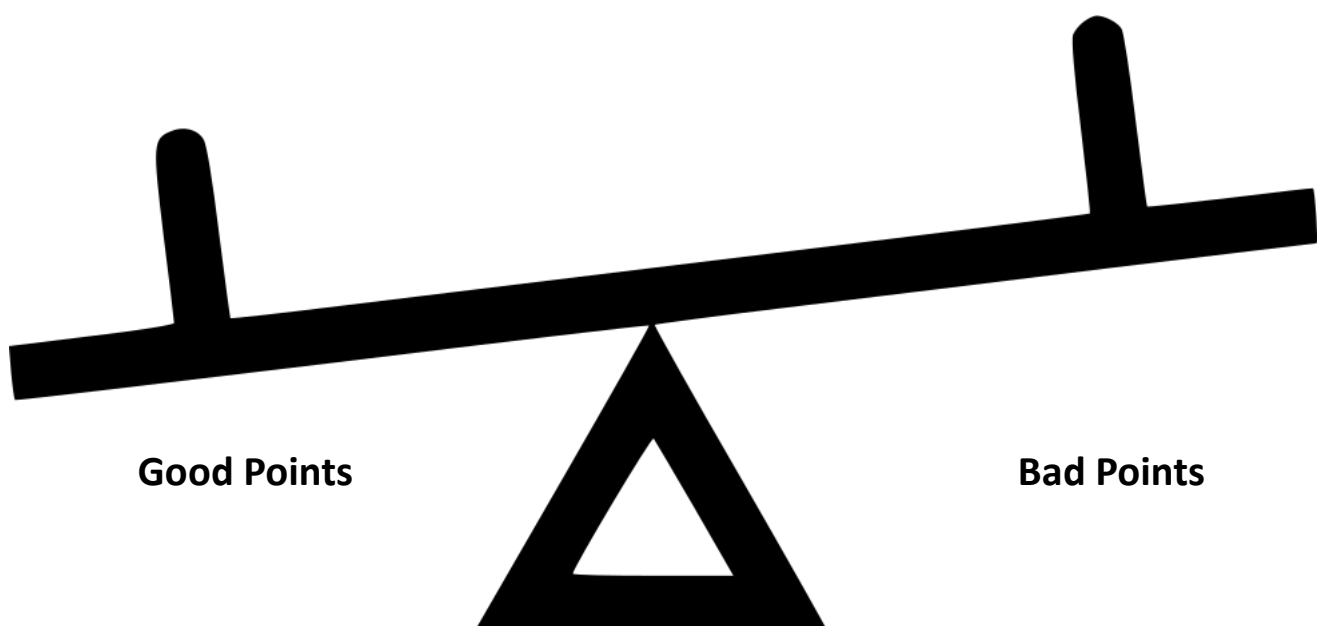
If I get into trouble again...

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips: This can be done as a discussion or as a worksheet that is completed by the young person on their own.

Intervention Credit: Johnny Matthews



Consequences

Cost Benefit Analysis

Age / Understanding Range:
Suitable for Group work: **No**
Intervention Tips:
Intervention Credit: **Child and Family Training**

	Staying the same	Making changes
Costs		
Benefits		

My decision is:

.....because

Positive Alternatives

Primary goods needed for a `Good life`

Having people in my life (belonging and relationships)

Having fun

Sense of achievement (knowledge, competence, creativity)

Being my own person (independence, autonomy)

Having a purpose/ making a difference (positive contribution)

Physical health (sleep, diet, physical safety)

Mental health (self-esteem, managing feelings)

Sexual Health (sexual knowledge, sexual development)

Age / Understanding Range:

Suitable for Group work: No

Intervention Tips: Allow young person to circle the “excuses” that they feel apply in their case, or the ones they have said but no longer believe and then have discussion to explore / challenge

Intervention Credit: Johnny Matthews

Encouraging positive future goals

Good life plan review

Ask the young person to tell you what they remember from the work on good lives and what they put into their `Good life Plan` [WB-2] (see working with children and young people; Assessing disruptive behaviour, “enhancing children’s competence: education, talent and “the good life” [WB-M1])

Ask them how they think this relates to sexual relationships and sexual behaviour.

NEED TO ADD Page 6 onwards from working with children with dis-
www.kirkleesafeguardingchildren.co.uk

OK and not OK touch

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips:

Intervention Credit: Child and Family training

Ask

- What touching do you like? Do you like a hug or a piggyback? What about a smack or a punch?
- Are there some touches you like and other`s you don`t?
- What kinds of touch do you get in trouble for?
- What about touching someone in a way that might hurt or upset them?
- What about touching someone younger than you?
- What if someone is touched? Could it scare them?
- If you have offered someone a present to touch them and they say “yes” is it OK?
- If you have threatened to hit someone if they don`t agree and they say “alright, you can do it” is it OK to go ahead and touch them?

Convey These Messages

- Right touching is first asking someone if it is OK to touch them. If they say it is OK for you to touch them, then right touching is touching someone in a nice and caring way.
- Right touching is also touching that you will not get into trouble for. Touching someone in a way that may hurt or upset them is not OK.
- Wrong touching is touching another person on their private parts without them saying it is OK, or someone touching you on your private parts when you have not said it is OK

Sex Education

Contraception

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips:

Intervention Credit: Get your Head Around It

Name 5 types of Contraceptive:

1.
2.
3.
4.
5.

Name 5 places locally where contraceptives or advice about contraceptives can be found:

1.
2.
3.
4.
5.

Name 3 reasons why some young people don't use contraception:

1.
2.
3.

Name 3 reason they do!

1.
2.
3.

Sex Education

Accessing Services

Age / Understanding Range:
Suitable for Group work: Yes
Intervention Tips:
Intervention Credit: Get your Head Around It

Name 3 places where advice about sexual health can be obtained:

- 1.
- 2.
- 3.

Where else is sexual health advice available to you? (Circle the ones you use)

TV Internet Magazines School Parents Friends

What kinds of services are available at a sexual health clinic?

- 1.
- 2.
- 3.

What would prevent a young person from accessing a sexual health service?

.....
.....
.....

What would help a young person access a sexual health service?

.....
.....
.....

Sex Education

Sexual Words

Age / Understanding Range:

Suitable for Group work: Yes

Intervention Tips:

Intervention Credit: Child and Family Training

Use a large piece of paper, write down the word “sex” and ask the young person / people to say all the different words they know or use instead. Ask them what their friends would call it, young people at school, parents etc.

Move on to other words or body parts and continue the process. The idea is for this to be a fun exercise, and you are aiming to write down and say as many “sexual words” as you can.

This exercise often overcomes embarrassment and allows the practitioner to get a sense of the young person’s / people’s sexual knowledge and language. It is helpful for the worker to use the young person’s / people’s words or terms where appropriate but also to model “correct terminology”

Advice for parents of children displaying Harmful Sexual Behaviour

Finding out that your child has displayed harmful sexual behaviour towards another child can evoke emotions such as shock, anger and blame.

- Children may deny the behaviour for a long time. As with any form of abuse, how a parent reacts towards their child is important.
- It may feel easier for a parent to ignore their concerns and hope the behaviours will stop. But it's vital to get appropriate support for your child and family.
- It can be reassuring to know that the majority of young people who show harmful sexual behaviour don't go on to become adult sex offenders. But research suggests there are some young people with sexual behaviour problems who are at high risk of doing so (Hackett, 2006). So it's vital that both child and family get appropriate support as early as possible. Early action can help to prevent abuse.

SMART Rules for adults to share with children from Parents Protect

- **Secrets** These can be good fun, but if they make us sad or confused it's best to check them out with Mum or Dad or someone else you trust.
- **Mates** Take someone with you when you are going somewhere and stay together.
- **Always** tell your parents, carer or someone else you trust where you are going, who you are with and when you will be back.
- **Respect** your body and remember it is private. No one has the right to touch you on your private areas (those covered by your swim suit).
- **Tell** your parents, carer or someone else you trust if someone or something makes you feel uncomfortable or frightened.

When you are dealing with children there are no hard and fast rules. A child's ability to understand safety rules and to put them into practice depends on a number of things including how old the child is, how the child has been educated or even how confident the child is. To help a child learn any set of rules it is important to go through them and explain why you want the child to remember them. There is no 'one-size-fits' all but here are a few suggestions.

Helpful messages for worried parents

Most sexual behaviours in young children are natural and healthy, and are related to exploration and experimentation.

There is a range of sexual behaviours in children, varying from a natural and healthy to children, to extensive sexual behaviours with other children, to involvement in sexually abusive behaviour with other children. Most children fall in the first category and the fewest into the last.

Children who are involved in sexually problematic behaviours are very different from adolescents or adults who sexually offend. Children do not have fixed sexual arousal patterns and have not yet developed sexual attraction towards a specific age or gender.

Many children who act in a sexually abusive way with other children are acting out their hurt and angry feelings in a disorganized way and use sex as a way in which they show these feelings.

Adults should not confuse their own sexual feelings, fantasies and behaviour with those of children. The sexual behaviours that most children engage in are not sexual in the same way that adults think of in adult sexual behaviours. Sexual activity does not represent a desire for sexual gratification in the same way it does for adults. Most young children do not think of the behaviours they are engaging in as sexual.

Parents and carers should remain non-judgemental and non-punitive with children who display sexual behaviour problem. Parents' negative responses could cause damage to the child's self-esteem, their sexual identity and their views about sex in the long term. Adults should attempt to channel their feelings of anger and confusion away from the child and share these with other adults.

If adults need to talk to their children about their sexual behaviour, their 'sexual behaviours' should describe the actual behaviour, e.g. 'touching your penis', 'rubbing your private parts'

Most children with sexual behaviour problems do not continued problems in their adolescence or adulthood. With help, children can overcome their sexual behaviour problems. Very few children go on to sexually offend as adults.

A child's sexual behaviour problem is often only one small part of the child's general behaviour. It is important that the concerns over sex do not overshadow other problems that the child may be having.

Most children who have been sexually abused will not go on to sexually abuse.

The confusion and anxiety that does fuel sexual behaviour is more a result of problems in their family environment (past or present). This can include being exposed to physical abuse, neglect, domestic violence and instability in their care arrangements. A first step to resolving any problematic behaviours is to stabilise the home environment and provide healthy models around sex, emotions and problem solving.

Family Safety Plan

What I need to do

What will I teach and expect of my children

What I will expect of others who have contact with my children

What people in my support network need to know

What I would do if I was concerned about someone`s behaviour

Anything else?

Local Support and Resources Available

It would not be possible to list all the local services available in Kirklees who may be able to provide support to the families you are working with. We have given the details below of a few of the se that operate across the whole of the authority however, the authors of this toolkit would like to encourage professionals and volunteer working with both parents and children to utilise the locality hubs and community plus in particular to keep up-to-date with smaller, local groups who may be able to offer more tailored support for you families.

Family Support

01484 456823

earlysupportreferrals@kirklees.gov.uk

Parenting Support

Info.ParentingSupport@kirklees.gov.uk

Community Hubs (Schools)

Karen Walsh on 01484 221000 karen.walsh@kirklees.gov.uk

Tracy Bodle on 07528 988878 tracy.bodle@kirklees.gov.uk

Community Plus

[https://www.kirklees.gov.uk/beta/voluntary-and-communitysupport/
community-plus.aspx](https://www.kirklees.gov.uk/beta/voluntary-and-communitysupport/community-plus.aspx)

Local Organisations

Family Group Conferencing

Joanne Jennings or Mickaela Irving on 01484 221000 or email

Family.GroupConferencing@kirklees.gov.uk

Multi-systemic therapy

Kieran Lord on 01484 221000 or email

kieran.lord@kirklees.gov.uk

Useful Websites

<https://jonnymatthew.com/>

<https://www.parentsprotect.co.uk/>

<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>

<http://www.fpa.org.uk/>

<https://www.familylives.org.uk/>

<http://www.vanessarogers.co.uk/catalog>