



LAURUS
TRUST

Harmful Sexual Behaviours Policy

Date of Review: June 2026

Date of Next Review: September 2027

HARMFUL SEXUAL BEHAVIOURS

“Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as those it is directed towards” (NSPCC 2016).

HSB includes (but is not limited to):

- Sexist jokes and comments
- Physical and sexual abuse
- Sexual harassment and violence
- Gender based violence
- Emotional harm
- On and offline bullying
- Teenage relationship abuse
- Technology assisted HSB (sexualised behaviour which children or young people engage in using the internet or technology such as mobile phones and tablets)
- CSE (Child Sexual Exploitation)

Sexual harassment

Sexual harassment refers to ‘unwanted conduct of a sexual nature’ which can occur both online and offline and inside and outside of school or college. In this context it specifically related to child-on-child sexual harassment.

Whilst not an exhaustive list, examples of sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance and using sexualised names
- sexual “jokes” or taunting
- physical behaviour, such as deliberately brushing against someone, or interfering with someone’s clothes
- displaying pictures, photos or drawings of a sexual nature,
- upskirting (this is a criminal offence)
- online sexual harassment, which may occur independently, or as a broader pattern of sexual harassment and/or sexual violence. This may include:
 - consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes.
 - Taking and sharing nude photographs (including those generated using AI e.g. deepfakes) of those aged under 18 is a criminal offence.

- sharing of unwanted explicit content
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats, and
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Sexual Assault: A person commits an offence of sexual assault if they intentionally touch another person, the touching is sexual and nonconsensual this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

Sexual Violence: Rape and/or Assault by penetration.

As a trust we adopt a safeguarding approach with all reports of harmful sexual behaviour taken seriously, challenged appropriately, and addressed through a proportionate safeguarding response that protects all children involved.

We recognised that students with Special Educational Needs and/or Disabilities may find it more difficult to articulate their experiences. All such incidents will be investigated fully, recorded on CPOMS, and shared with parents and carers.

Individual circumstances and needs will be considered, including making reasonable adjustments in line with the Equality Act 2010 to ensure students with SEND are supported appropriately. Social stories or other tailored interventions and forms of communication may be used where helpful.

We will take immediate action on any report of HSB.

This can include:

- Sanctions within school in line with our behaviour policy
- Discussions with parents/carers
- Discussions with the young people involved
- Restorative approaches
- Referral to support services (and following advice given)
- Referral to the Police (and following directives given)
- Referral to MASSH
- Incidents of HSB should be dealt with under Child Protection procedures
- All incidents will be recorded in school
- Educating pupils who display Harmful Sexual Behaviours

As a Trust we will always ensure that the victim is fully supported. However, we also recognise that children who display harmful sexual behaviour may have unmet needs or have experienced abuse themselves.

A balanced, child-centred approach will be taken to:

- Safeguard and support the victim
- Assess risk posed by the alleged perpetrator
- Provide appropriate interventions and support for all parties

Education

Preventative action is embedded through the personal development curriculum. As a Trust we deliver a broad and diverse PSHE curriculum and Harmful Sexual Behaviour features strongly within this.

We cover a variety of topics specific to each year group and these include but are not limited to:

- Friendship
- Diversity
- Peer Pressure
- Online safety
- Sexual Orientation
- Relationship Boundaries
- Bullying
- Abuse
- Consent
- Positive relationships
- Managing romantic relationships
- Sexuality
- Empowering students to know when to report, and the variety of ways they can do this
- Tackling a "snitching culture"
- Being positive bystanders

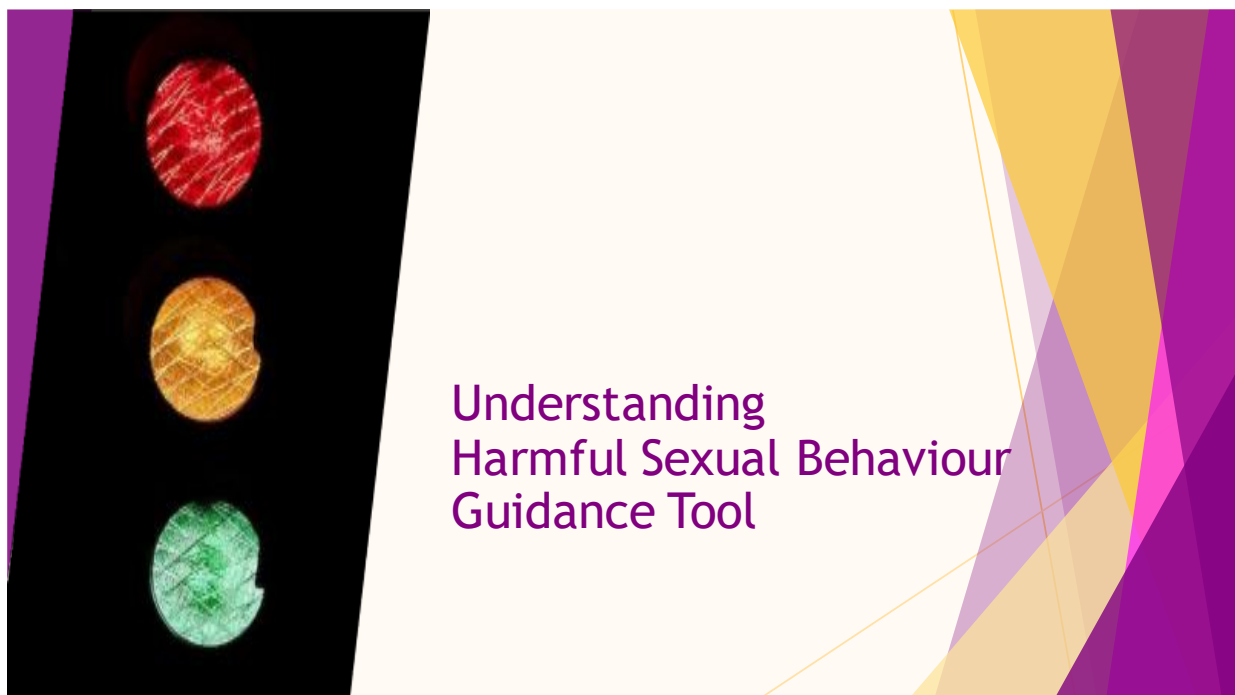
Trust staff responsibility

- All staff **MUST** take a safeguarding stance on HSB – it is not acceptable and should be challenged.
- This includes behaviour we see in school or is reported to us
- If we hear of these behaviours we will **challenge, report** and **sanction** in line with our behaviour policy where appropriate.
- Staff will follow the guidance as they would for any safeguarding disclosure from a student
- We will also be **role models** for the students by demonstrating respectful behaviour and use of language

Sexual behaviour exists on a continuum:

- Appropriate/expected behaviour (taking chronological and developmental age into consideration).
- Problematic behaviour (requires intervention)
- Harmful/abusive behaviour (requires safeguarding response)
- Reports of sexualised behaviour will be assessed using the attached guide

Understanding Harmful Sexual Behaviour Tool



This Harmful Sexual Behaviour Support Guide is intended to provide a point of reference and a guide for anyone who may have observed sexualised behaviours by children that causes them concern. It is not intended to be used as a screening or diagnostic assessment, but practitioners may wish to use the guide to support their rationale when answering the question, "Does this child need further support at this time?" This support guide does not replace professional judgement. The guide should be used in conjunction with agency safeguarding protocols and other guidance, such as Stockports Multi Agency Response to Need and Working Together 2023.



Why?

Throughout various stages of birth to adulthood, children may display behaviour which is normal and in line with expected development.

Sometimes there are instances where such behaviour may be outside of these "norms" and as such, may be problematic or harmful.

How?

Child or young persons name (right click to add text):

Age and D.O.B (right click to add text):

For each behaviour you have observed, put a cross in the corresponding box. To do this right click in the box and add an X. Remember to save your document and store in line with agency protocols and send securely as part of any referral you make.

	Developmentally typical	Problematic		Harmful	
		Inappropriate	Problematic	Abusive	Violent
Pre-school (0- 5 years)	Age appropriate Asking questions about body parts or the difference between boys & girls Trying to look or touch genitals of other children of a similar age Touching adults in their breast, bottom or genital area Playing games such as mummy's and daddy's Playing with or holding their own genitals Like being naked	Pulling other peoples pants, skirts, shorts down against their will Taking clothes off in public spaces	Describing sexual acts seen on tv/online, Using adult sex words in context Consistently trying to touch the genitals of others Following others into the toilets to look at or touch them Engrossed with adult sexual behaviour Constantly trying to touch the genitals of adults	Consistently touching the genitals of other children Re-enacting of sexual activity in play	Sexual behaviour between young children involving penetration with objects Forcing other children to engage in sexual play
Primary (5-9 years)	Inquisitive about sex and relationships- ie. how sex happens, where babies come from, same-sex relationships Interested about other children's Genitals Using swear words or slang for parts of the body during conversation Don't want you to look at them while they get changed Feeling and touching own genitals	Persistent questions about sexual activity which have been given an answer Engaging in mutual masturbation	Using sexual images & ideas in talk, play & art persistently Using adult slang language to discuss sex	Sexual bullying face to face or online Simulating oral or penetrative sex Frequently masturbating in front of others Looking for pornographic material, online	Forced sexual behaviour engaging younger children Forcing other children to take part in sexual activities
Pre-teen (9-13 years)	Age appropriate Consensual kissing, hugging, and touching with similar age peer Use of sexual language including swear and slang words in daily conversation Having girl/boyfriends who are of the same, opposite or any gender Wanting privacy regularly Solitary masturbation	Uncharacteristic & risk-related behaviour, e.g. change in dress style, friends, access to money Sexual aggression/ bullying which is verbal, physical or cyber LGBT (lesbian, gay, bisexual, transgender) targeted bullying Exhibitionism – flashing or mooning Arranging to meet with an unknown person from online Viewing pornographic material Giving contact details online	Worrying about being pregnant or having STI's Masturbating or exposing genitals in public	Distributing naked or sexually provocative images of self and others Sexually explicit talk with younger children Sexual harassment	Forcing other children to take part in sexual activities Forced sexual behaviour engaging younger children Genital injury to self or others
Teen (13-17 years)	Consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age & developmental ability Sexually explicit conversations with peers Sexual activity including hugging, kissing, holding hands Use of internet/e-media to chat online Having sexual or non-sexual relationships Solitary masturbation Interest in pornography	Joining adult-only social networking sites and giving false personal information Accessing exploitative or violent pornography Giving out contact details online Single occurrence of peeping, exposing, mooning or obscene gestures Arranging a face to face meeting with an online friend alone	Repeated occurrence of peeping, exposing, mooning or obscene Gestures	Making and sending naked or sexually, provocative images of self or others Use /acceptance of power and control in sexual relationships Non-consensual sexual activity Sexual contact with others where there is a big difference in age or ability	Forcing other children to take part in sexual activities with them or other people Forced sexual behaviour engaging younger children Genital injury to self or others Sexual contact with animals

Additional comments (Please give some context. Are you worried about anything? What are the protective factors?)

Support guide in responding to children who display sexualised behaviour

Age appropriate	Inappropriate	Problematic	Abusive	Violent
Local Response Whilst Green behaviours may not indicate initial concern there should be a response. This may take the form of discussions with children & parents, ensuring to capture the voice of the child. Consideration should be given to responses under "Getting advice" or "Getting Help" by signposting to resources & support services like below. Ensure that you record your actions in line with agency policy and consider discussion with MASSH if any escalation of concerns. Some suggestions below for support. <u>Example responses below dependent on role and circumstances</u> CEOP Pants are Private/ Pantosaurus NSPCC.org.uk O2/NSPCC netaware Referral to SRE Team Education based support-PHSE https://www.locala.org.uk/services	Local Response Amber behaviours will need further exploration and discussion.Consider support under "Getting Help" and "Getting more help". Consider undertaking an Early Help Assessment with the family. Consider discussions with safeguard leads and with Stockport MASSH. Consider if Youth Justice Service can support with preventative work. Whilst the behaviours here are not viewed as "Getting Risk Support" or "red", they may be indicative of safeguarding concerns and practitioners should refer to their own procedures and the Stockport response to need document.<u>Example responses below dependent on role and circumstances</u> https://www.csacentre.org.uk/ https://www.lucyfaithfull.org.uk/ https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/ https://safegh.org.uk/helplines/harmful-sexual-behaviour-support-service/ https://www.manchesterrapeccrisis.co.uk/ https://www.stockport.gov.uk/contacting-the-massh https://www.locala.org.uk/services/sexual-health EHA or EHCP assessment? Check if assessment & lead professional already Team around the Early Years and Team Around The school Specialist Safeguarding nurse Referral to Emotional Wellbeing Panel Support from CAMHS Referral to SRE Team Greater Manchester Rape Crisis Workbook	Local Response Red behaviours indicate an immediate response "Getting Risk Support" may be required. Whilst there may be the need for therapeutic or programmes of work, any immediate safeguarding issues should be addressed via your agency safeguarding procedures in line with local partnership/WTG 2023. Child on child image sharing is something that schools in particular deal with regularly. There is specific guidance for education settings linked below, which others will also find useful. This should be reported to police and or MASSH but may not always illicit a social work or criminal response. Where Red behaviours are indicated, safeguarding referral should be made to Stockport MASSH using the Response to Need guidance below. Please also refer to GM Safeguarding Procedures online for guidance and pathways. <u>Example responses below dependent on role and circumstances</u> <u>Contacting-the-massh</u> Police 999 or 101 Strategy discussion, social care police, youth justice, health, education AIMS assessment Greater Manchester Rape Crisis Workbook Commissioned work from Banardos Commissioned work from NSPCC CAHMS referral RASASC / SARC-St Marys Rape Crisis Centre https://www.stmaryscentre.org/ <u>When to Call the Police</u> <u>Sharing of images guidance for education</u> https://greatermanchesterscb.proceduresonline.com/		

This policy should be read in conjunction with the following Trust policies:

- Anti-Bullying Policy – Trust Secondary
- Child-on-Child Abuse Policy – Trust Secondary
- Behaviour Policy – School Secondary
- Safeguarding Policy – Trust/School Secondary

Equality Impact Statement

Names and titles of people involved with this assessment	Rachel Robinson Assistant Trust Director of Inclusion
Title of Policy – Harmful Sexual Behaviours	
Impact assessment carried out with regard to identified characteristics	Race ☒ Disability ☒ Sex ☒ Age ☒ Religious belief ☒ Sexual orientation ☒ Gender Reassignment ☒
Summary of any issues/proposed changes	Updated in line with KCSIE 2026
Date	June 2026
Date of next review	July 2027



Laurus Trust
Woods Lane
Cheadle Hulme
Cheshire
SK8 7JY

t: 0161 549 7000
e: enquiries@laurustrust.co.uk
w: laurustrust.co.uk