

## **GUIDANCE ON THE EVALUATION AND MANAGEMENT OF CHILD SEXUAL BEHAVIOUR**

### **Including RAMP and Safety and Support Plan**

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Also available online: <a href="http://www.brook.org.uk/index.php/traffic-lights">www.brook.org.uk/index.php/traffic-lights</a>	

#### **References:**

- Chapter 4.3- Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures Manual, 2016
- Keeping Children Safe in Education, DfE 2015
- Meeting the Needs of Children and Families in Hertfordshire, Hertfordshire Safeguarding Children Board 2014
- Pupil Specific Risk Assessment and Risk Management Plan, Hertfordshire STEPS, ISL Hertfordshire County Council 2016
- Sexualised Behaviour Risk and Support Management Plan, Halton Borough Council
- Sexual Behaviours Traffic Light Tool, Brook Advisory Service

*With special thanks to Emma McKenna, DSP at Dacorum Education Support Centre for her contribution to the review of the RAMP.*

## Introduction

This guidance has been produced to provide educational establishments (including Maintained Schools and Nursery Schools, Academies, Free Schools and Independent Schools, Sixth Form Colleges and Colleges of Further Education) with:

- ❖ an awareness of age appropriate sexual behaviour
- ❖ guidance for evaluating inappropriate sexualised behaviour
- ❖ a framework for educational establishments to manage and review this behaviour

The Education Act 2002 outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children’s Services and the Police, but also in the **assessment** of risk that the child or young person may pose to themselves and others in the education setting. As part of the overall **management** of risk, schools must ensure that all the children and young people in their care are kept safe from harm (**Keeping Children Safe in Education 2015.**) Education staff have valuable information and skills which are useful to support the specific work that may be undertaken by other agencies and collaboratively providing a consistent approach to the management of the child/young person’s inappropriate sexualised behaviour.





This guidance aims to ensure that education staff have a common understanding of the issues and a consistent and common framework for assessing, reporting and managing the risks that these children/ young people may pose to themselves, peers and their communities.

This guidance should support colleagues in using the RAMP (Risk Assessment Management Plan) on page **seven**.

## Guidance for evaluating sexualised behaviour

When sexualised behaviour has been observed or, a child or parent has informed staff that such behaviour has taken place, then staff should inform the Senior Designated Person for Child Protection/Safeguarding who will clarify the exact behaviour which has taken place and make a considered assessment of its nature and decide appropriate next steps.

This assessment should determine whether the incident is:

-  age appropriate sexual exploration
-  inappropriate sexual behaviour which is not considered to be harmful
-  inappropriate sexual behaviour which when put together with other information might be an indication that the child is experiencing sexual abuse
-  sexual behaviour which constitutes an offence.

1.

Please refer to the Sexual Behaviours Traffic Light Tool by the Brook Advisory Service for appropriate age group of child. This is accessible on page 12 of this document – Appendix 1 or online at:

[www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool](http://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool)

The resource uses a traffic light tool to categorise the sexual behaviours of children and young people, to help professionals make decisions about safeguarding children and young people; assess and respond appropriately to sexual behaviour; understand healthy sexual development and distinguish it from harmful behaviour. By identifying sexual behaviours as green, amber or red, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach.

\*\*\*Please note, these indicators are a guide and do not replace, but should assist, the exercise of professional judgement. Sexual development is influenced by many factors. When using the traffic light tool to categorise behaviour, it is necessary to consider the current social, cultural, legal, community and familial context. You can read more about what these factors may mean by downloading the Guidance document within the 'Sexualised behaviour' zip file as above. \*\*\*

2.

Please see next page for advice regarding the required response (in conjunction with the traffic light system.)

***If in doubt about whether a safeguarding referral is necessary please contact the Child Protection School Liaison Service for a professional consultation.***



Telephone number from 1<sup>st</sup> December

**(01992) 555980**

3.

## Checklist of Sexual Behaviour in Children and Response

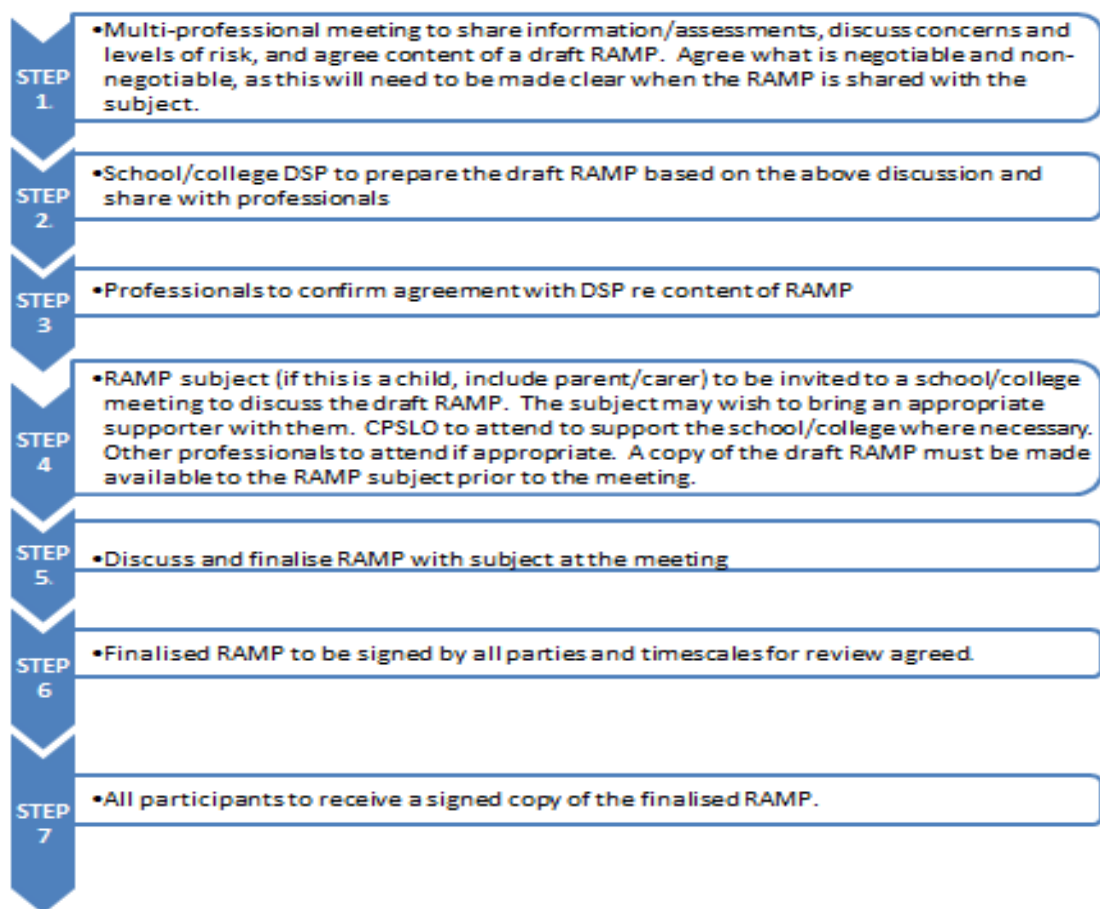
Healthy / OK sexual behaviours:		Problematic sexual behaviours: the need to take notice and gather information to consider appropriate action		Harmful sexual behaviours: the need for immediate intervention and action	
Indicating guidance factors - relevant for all age groups	Outcomes and response	Indicating guidance factors - relevant for all age groups	Outcomes and response	Indicating guidance factors - relevant for all age group	Outcomes and response
<ul style="list-style-type: none"> <li>-displayed between children or young people of similar age or developmental ability</li> <li>-reflective of natural curiosity, experimentation, consensual activities and positive choices</li> <li>-no intent to cause harm</li> <li>-fun, humorous</li> </ul>	<p><b><u>RAMP NOT NECESSARY</u></b></p> <p>Support child in school :            - PSHE, relationships and sex education            - Schools behaviour policy (behaviour agreement plan if necessary)</p> <p>Meet with parents to discuss</p> <p>Consider whether any support from other universal services is required for child-school health etc.</p> <p>Continue to monitor behaviours</p>	<ul style="list-style-type: none"> <li>-unusual for that particular child or young person</li> <li>-of potential concern due to age or developmental differences</li> <li>-of potential concern due to activity type, frequency, duration or the context in which they occur</li> <li>-Some 'one off' incidents of low-key behaviours such as touching over clothing</li> <li>-behaviours are spontaneous rather than planned</li> </ul>	<p><b><u>RAMP NOT NECESSARY</u></b></p> <p>Consider a Safety and Support plan  <a href="http://www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml">www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml</a></p> <p>Meet with parents to discuss</p> <p>Support child in school through:</p> <ul style="list-style-type: none"> <li>- school's behaviour policy</li> <li>- PSHE, relationships and sex education</li> <li>- access to activities, hobbies, social outlets</li> <li>- clear rules and boundaries</li> <li>- awareness raising and training for their support workers, parents, carers</li> <li>- freedom to make choices and gain experiences</li> <li>- raising of self esteem</li> <li>- assistance with communication</li> <li>- outlets to education, information and learning</li> <li>- counselling</li> <li>- access to sexual health services</li> </ul> <p>In addition, support child via <u>Targeted services</u> – refer to 'Meeting the Needs of Children and Families in Hertfordshire' threshold guidance.</p>	<ul style="list-style-type: none"> <li>-excessive, secretive, compulsive, coercive, degrading and threatening</li> <li>-involving significant age, developmental or power differences</li> <li>-of concern due to the activity type, frequency, duration or the context in which they occur</li> </ul>	<p><b><u>RAMP NECESSARY</u></b>  <a href="http://www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml">www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml</a></p> <p><b>***Referral to Police/ Children's Safeguarding and Specialist Services ***</b>  <b><u>DO NOT DELAY IN REFERRING</u></b>  <i>If a young person is under the age of 13 years old, under the Sexual Offences Act 2003 they cannot legally consent to any form of sexual activity. Therefore a child protection referral is required in all such cases</i></p> <p>If the incident involves peer on peer abuse, follow Hertfordshire Safeguarding Children Board Multiagency Child Protection Procedures ( <i>Section 4.3 Children who abuse others</i>)  <a href="http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html">http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html</a></p> <p>Meet with parents to discuss referral (if appropriate)</p> <p>Complete RAMP (Follow steps on Page 6)</p>

## Managing Sexually Harmful Behaviour

The **Risk Assessment Management Plan (RAMP)** is the school/college's process for identifying and managing risk arising **ONLY** from a child's **harmful** sexualised behaviour. For **healthy/problematic** behaviour, please refer to **Checklist of Sexual Behaviour in Children and Response** on page 4.

Concerns and management of an adult's behaviour should be addressed via the '**RAMP for Adults Presenting a Risk of Harm in an Education Setting**'. This is available from your Child Protection School Liaison Officer. An adult in this context could be a parent, carer or adult sibling. Concerns about a member of staff /volunteer should be referred to the Local Authority Designated Officer (LADO).

Once the need for a RAMP has been identified, the process should run as follows:



### PARENTAL CONSENT

*Whilst it is not necessary to secure parental permission in order to draw up a single agency risk assessment, parental consent will be required for all steps of the above process. It is most likely that parents would – and indeed should - have been involved early on in any situation where the behaviour of a child is causing the degree of concern likely to lead to a behaviour risk assessment being required. Behaviour policies, whether they incorporate pupil risk assessments or not, are in many schools the subject of a home-school agreement. Where pupil risk assessment policies have been incorporated into the school behaviour policy, and therefore by extension the home-school agreement, the support and involvement of parents becomes a more easily achievable goal.*

## Risk Assessment Management Plan (RAMP) for Children / Young People who Display Sexually Harmful Behaviour in an Education Setting

Name of child/young person	
Date of birth	
School/college	
Class/form	
Date of RAMP	

### RAMP agreed by:

Name	Role	Agency

**N.B. Parents and the child/young person concerned should be part of the plan, along with key agencies/professionals**

### Information sharing:

*In order to safeguard children, the contents of this RAMP may need to be shared with other professionals on a need to know basis. The parents/carers and child (if appropriate) will be informed of who the RAMP is being shared with and why.*

Name	Role	Section of RAMP to be shared

**N.B. Page 10 of the RAMP (Day to day management plan) should be shared with any key staff members involved with the child, e.g. class teacher.**

**Context of RAMP/overview of the concerns:**

Give an overview of the incident / reason you are undertaking this RAMP  
*Please refer to any existing safeguarding documentation which you may have on file*

**Factors causing concern and evidence:**

*Please elaborate nature of harm in behaviour box as necessary, e.g. risk of reprisals*

Behaviour	Nature of harm? (physical, sexual, emotional)  P/S/E	Fact or potential risk?  F/PR	Deliberate/ Accidental/ Involuntary (if known)  D/A/I
Harm to Self			
Harm to Peers			
Harm to Staff			
Other Harm (please specify)			
Other Harm (please specify)			

**Other agencies views of concern/s:**

*Children and young people's needs are often complex and require a joined up response by a range of agencies. This document should reflect the views of other agencies about the level and nature of risk.*

	Factors that heighten risk	Factors that lower risk
School		
Health		
Police		
Children's Services <i>Please identify which service/s specifically are working/have worked with the child below</i>		
Other		

## Checklist of things to consider

*This list is for use when completing the 'day-to-day management plan' (page 10). The headings correlate to the trigger titles in the table on page 10 and should help you to complete the 'strategies to support' section. Please bear in mind that the questions here are just pointers -you are not required to answer every question and the list is not exhaustive. There are blank sections in the table on page 10 should you have additional triggers you wish to highlight.*

### Teaching and learning

- What is the current level of supervision and is this appropriate?
- Are all staff aware of the level of supervision required?
- Who is responsible for discussing the child/ young person's risk and needs to other staff?
- Has the child/ young person engaged in any worrying sexual behaviours within the classroom setting now or previously?
- Are there particular times when the child/ young person seems more relaxed and content?
- Are there particular times or circumstances where the child/ young person seems more unhappy/ upset/ distracted/ irritable / distressed?
- Can extra support / supervision be put in place during difficult times?
- Are the seating arrangements satisfactory?
- Are there times when the child/ young person is allowed to leave the class during class times?
- How is sex and relationships education managed and does the child/ young person need further information?
- Are there particular areas of risk in the class e.g. when the teacher is occupied with other pupils, and how can this be managed?
- How will risk be managed during off site activities - school trips, work experience etc?

### Unstructured times

- Have there been concerns about the child/ young person's sexual behaviours in school when out of the classroom? If so, who were the behaviours directed to and in what circumstances? What children may be particularly vulnerable and how can this be managed?
- Does the location of the toilets cause a problem? Does more than one class share them? Are particular rules required for going to the toilet?
- Are there rules about showering, dressing and undressing for PE that need to be considered? Are staff able to supervise changing appropriately and according to the needs and age of the children concerned?
- Are there rules about physical contact during play that needs to be considered?
- Has the child/ young person a history of absconding?
- Does consideration need to be given to use of school technology? Is school technology (computers, laptops, tablets, iPads etc) monitored to ensure that children and staff are following the School's Acceptable Use Policy?
- What are the arrangements for the child/young person to get safely to and from school/college?

### Outside area

- Are there areas within the school and grounds that are unsupervised?
- Are there any other building issues that may increase risk? e.g. building works, co- located school, communal play ground?
- Is there a need to make certain areas 'out of bounds' either for the time being or permanently?
- Can you involve more staff to engage children in constructive play/ conversation to encourage them to be more interactive and, therefore, less open to inappropriate play?



**Children/Young People**

- Have all children been taught about keeping safe? Is any additional input needed due to the current concerns (either individual/group work or as a whole class? Who will take responsibility for coordinating?
- Are all children aware of who they can go to if they have a worry?
- Do all children feel that they are listened to and are confident that appropriate action will be taken?
- If primary, have all children completed a Safety Circle (Foundation/KS1) or a Network of Support (KS2)?
- If secondary, are young people aware of who they can speak to/who their support networks are in school (including school nurse etc.)?
- Are children's parents/carers informed of personal safety curriculum Units of Work covered, including E-safety?

**Individual work**

- Who will talk to the child/ young person about their sexual behaviours if the need arises? Will this staff member require any support?
- What are the arrangements for reporting, recording and monitoring the child's behaviour? Who will be responsible for monitoring and updating the chronology?
- Are there clear boundaries and expectations of acceptable behaviours?
- What work is being undertaken to address the child's unmet needs in relation to sexual behaviour? What support has the child/young person been offered to be safe in school?
- What support is in place to reduce the risk of isolation and to encourage the child to enjoy and achieve?
- Are there any additional factors to consider in relation to the child's age, sex, race, religion, disability, mental / physical health or other?
- Who will communicate with parents/carers? What support needs do the parents/carers have? What do parents/carers need to do to support their child?

## Day-to-day Management Plan

Please complete the relevant section/s using the '[Checklist of things to consider](#)' on page 8:

1. Teaching and learning		2. Unstructured times	
Potential triggers:	<i>Strategies to support:</i>	Potential triggers:	<i>Strategies to support:</i>
3. Outside area		4. Children/Young People	
Potential triggers:	<i>Strategies to support:</i>	Potential triggers:	<i>Strategies to support:</i>
5. Individual work		6. Other trigger (please specify)	
Potential triggers:	<i>Strategies to support:</i>	Potential triggers:	<i>Strategies to support:</i>

Please ensure that all staff who are involved in the implementation and monitoring of this day to day management plan can answer the following questions:

- Are you aware who the Designated Person for child protection is/are?
- Are you aware of who to go to if the Designated Person for Child Protection is not available?
- Are you aware of the need to record concerns and pass them on to the Designated Person for Child Protection?
- Are you familiar with the contents of child protection and/or safeguarding policy?
- Have you received Safeguarding Children Training within the last 3 years?
- Have you received information about safer working practice and a protective ethos in school?

## Review of RAMP

*Evaluate whether any changes need to be made to the RAMP. A review will consider any new information, change in circumstances, and any work carried out with the child and family.*

### Agreed actions/amendments for this review:

Summary of progress made	Actions/amendments	Why?	Who and when?
School/ College setting: <i>e.g. have there been any further incidents? If so, what actions were taken and what was the outcome?</i>			
Child / young person: <i>e.g. has the child used the support available in school and from other agencies as part of this plan?</i>			
Response to increased concerns ( <i>if there are concerns that the <a href="#">Day-to-day Management Plan</a> on page 8 is ineffective</i> ), <i>e.g. can the child remain in school given the current concerns? What additional support can be given?</i>			

### Review actions and amendments agreed by:

Name	Role	Signature

#### 4.4 Date RAMP reviewed

.....

#### 4.5 Date of next RAMP review

.....

*The timescale of the review needs to be in proportion to the level of concerns / risk and the degree of support and intervention*

## Appendix 1- Brook Traffic Light Tool

This tool can also be accessed online <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

SEXUAL BEHAVIOURS  
TRAFFIC LIGHT TOOL



### Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

#### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

#### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

#### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

#### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Print date: 12/07/2013 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

## Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

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## Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

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Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

## Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

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