**Risk Assessment Management Plan (RAMP)**

**For children / young people (CYP) presenting with**

**Harmful Sexual Behaviour**

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**Introduction and guidance**

This guidance has been produced by the CPSLO service for educational settings such

as:

Maintained Schools and Nursery Schools,Academies, Free Schools and Independent Schools,

Sixth Form Colleges and Colleges of Further Education. It is to supprt schools Designated Safeguarding Lead and Deputies safeguarding leads to identify respond to and support and manage the risk of CYP presenting with harmful sexual behaviour by:

Applying evidence-informed operational framework to distinguish from normal to abnormal sexual behaviours in CYP (see links to NSPCC and Professor Simon Hackett framework and Brook sexual behaviours [Traffic Light Tool)](https://www.brook.org.uk/product/traffic-light-tool/)

[Harmful sexual behaviour framework | NSPCC Learning](https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework)

[CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course](https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/)

Provide a template to record the arrangements and measures thar are to be put in place and to evidence this has been agreed with the CYP (if age appropriate) and parents/carers.

The **Education Act 2002, s175 & s157** makes it a legal requirement for schools to safeguard and promote the welfare of CYP. Identifying risk and preventing harm from escalating for any CYP in the school community is the core function and remit of the schools DSL/DDSL’s.

**Keeping Children Safe in Education (DfE)** sets out the statutory requirements of how schools must safeguard and promote the welfare of CYP in accordance with the Education Act 2002.

Keeping children safe in education - GOV.UK (www.gov.uk)

**Local guidance** - 5.3.8. Hertfordshire Safeguarding Children Partnership (HSCP) procedures, ‘Harmful Sexual Behaviours: Working with children and young people strategy 2021 – 2023’

[Documents Library (proceduresonline.com)](https://hertsscb.proceduresonline.com/chapters/docs_library.html#specific)

***If you consider a CYP has suffered significant harm (sexual violence) make a referral to children services on 03001234043 and speak to the police 101***

**Planning and process for a RAMP (there are two level processes you can choose either of two follow):**

1. ***If the presenting sexual behaviour is low level (normal development exploratory – problematic), and thus would does not meet either criminal threshold or referral to children services, consider the following:***
2. Instead of using RAMP proforma consider using **Safety and Support Plan** tool

[Child protection: policies, procedures and forms - Hertfordshire Grid for Learning (thegrid.org.uk)](https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/policies-procedures-and-forms)

1. Speak to CYP, if age appropriate to gauge understanding of schools need for risk assessment s
2. Speak to parents/carer, if in agreement proceed and implement
3. Speak to the parents/cares and CYP (alleged victim) to also discuss and consider if a safety and support plan is required and would be beneficial.
4. If no consent has been achieved, school to use schools’ behaviour policy to reinforce to parents/carer and CYP that this is schools safeguarding duty to undertake to ensure the safety and well-being of the CYP and pupils within the school community.
5. School to go ahead with the plan, if there are any complex issues that emerge from this process you can contact your Schools, Child Protection School Liaison Officer (CPSLO) for advice.
6. ***If the presenting sexual behaviour is (problematic (higher level), abusive, and violent), and it meets either criminal threshold (police) or referral to children services, (child protection) also early help, consider the following:***
7. Contact the CYP case/key worker and if appropriate the police officer in charge of the case to discuss their agency assessment of the presenting risk and to ascertain if there are any conditions, they have imposed for the CYP e.g. they may not be permitted to have unsupervised contact with children under the age of 16 or they may not be allowed to have any contact with the alleged victim.
8. Consider who needs to know? Ensuring at the same time preserving confidentiality
9. DSL to complete the RAMP tool and ensure that this represents the voice of the CYP and parent/s for the latter, if relevant.
10. If you require further support and advice to complete and implement the RAMP contact your Child Protection School Liaison Officer (if you have their contact details) or email request to CPS Loadmin [cpsloadmin@hertfordshire.gov.uk](mailto:cpsloadmin@hertfordshire.gov.uk) it is helpful at this stage that you would have already drafted a copy in advance for this discussion.
11. Record securely.
12. Do not delay applying safeguarding measure in your school by waiting for the above RAMP process to be completed. On receipt of information indicating risk, you can liaise and agree with Headteacher/principal immediate arrangements to put in place and record what these are.

**NB If the circumstances to support a CYP with a RAMP or Safety Support plan becomes complex, untenable due to parent and risk of public speculation, consider seeking advice from your school’s legal provider.**

**For schools that buy in to Hertfordshire County Council School provision:**

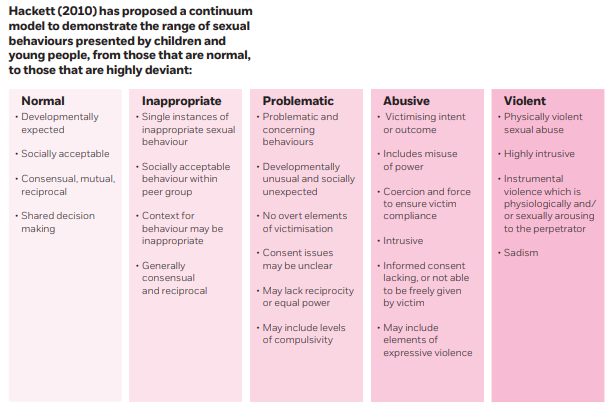
**Legal Helpline call 01992 555229**

**HCC Multimedia Team (press office)** Email: [**press.office@hertfordshire.gov.uk**](mailto:press.office@hertfordshire.gov.uk) **Phone: 01992 556802**

**Initial consideration of the concerning behaviour**

A continuum of behaviours It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin, Letourneau and Silovsky (2002, p208) suggest a child’s sexual behaviour should be considered abnormal if it:

* occurs at a frequency greater than would be developmentally expected
* interferes with the child’s development
* occurs with coercion, intimidation, or force
* is associated with emotional distress
* occurs between children of divergent ages or developmental abilities
* repeatedly recurs in secrecy after intervention by caregivers



**Risk Assessment Management Plan RAMP**

|  |  |
| --- | --- |
| **Name of child/young person.** |  |
| **Date of birth** |  |
| **School/college** |  |
| **Class/form** |  |
| **Date of RAMP** |  |

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| --- |
| **Context of incident / circumstances and reason for RAMP** |
| * **What has happened?** * **Reason for RAMP?** * **CYP view, wishes and feelings?** * **Parent/s Carers view?** |

**Specific factors that are a cause for concern and the evidence for this.**

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| --- | --- | --- | --- |
| **Behaviour**  **Risk factors of harm to:** | **Nature of harm?**  **(Physical, sexual, emotional) P/S/E** | **Fact or potential risk?**  **F/PR** | **Deliberate/Accidental/**  **Involuntary (if known)**  **D/A/I** |
| **The CYP themselves?** |  |  |  |
| **Other school pupils?** |  |  |  |
| **Staff?** |  |  |  |
| **Any other relevant persons?** |  |  |  |

**Other agencies involved and their views of risks and concerns?**

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| --- | --- | --- |
|  | **Any factors of vulnerability that may heighten risk?** | **Any factors of strength that support and lower the risk?** |
| **School** |  |  |
| **Health** |  |  |
| **Police** |  |  |
| **Children’s Services** |  |  |
| **Families First key worker** |  |  |
| **Other?** |  |  |

**Information sharing and recording:**

*It is a procedural requirement that schools record and where relevant share information with staff and other key partner agencies, this is in line with schools’ statutory duty to safeguard and promote the welfare of any CYP. Although schools are required to adhere to GDPR, it is the headteacher/ DSL responsibility to consider when the safety of CYP override the rights to privacy as stipulated by data protection law.*

*Therefore, the following staff and partner agencies will be approached to share information on this RAMP.*

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| --- | --- | --- |
| **Name** | **Role** | **Section of RAMP to be shared** |
|  |  |  |
|  |  |  |

**RAMP agreed by:**

**This is to include CYP, parent / carer any relevant key partner agency /professional**

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| --- | --- | --- |
| **Name** | **Role** | **Agency** |
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**Pre-Check list to inform the CYP day to day pan**

**DSL / DDSL to use ‘if required’ to plan safety arrangements for CYP day-to-day activities and set these out on the template on page 10.**

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| 1. **Teaching and learning (DSL/DDSL to use at their discretion and where relevant)** |
| * 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? |
| 1. **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 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? |
| 1. **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? |
| 1. **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? |
| 1. **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 plan**

**Please complete the relevant section/s using the checklist above page 8:**

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| --- | --- |
| 1. **Teaching and learning** | |
| **Potential triggers:** | *Strategies to support:* |
| 1. **Unstructured times** | |
| **Potential triggers:** | *Strategies to support:* |
| 1. **Outside area** | |
| **Potential triggers:** | *Strategies to support:* |
| 1. **Children/Young People** | |
| **Potential triggers:** | *Strategies to support:* |
| 1. **Individual work** | |
| **Potential triggers:** | *Strategies to support:* |
| 1. **Other triggers?** (Please specify) | |
| **Potential triggers:** | *Strategies to support:* |

**Review of RAMP**

**Agreed actions/amendments for this review:**

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

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| **Name** | **Role** | **Signature** |
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***NOTES***