

YMCA
DOWNSLINK GROUP



YMCA WiSE Project

Harmful Sexual Behaviour



Schools Liaison Worker Report

2023/2024

YMCA DLG

WiSE Project

The WiSE Project was first founded in 2010 to help support young people at risk of Child Sexual Exploitation including peer on peer abuse. The Project has over 13 years experience working directly with young people, parents/carers and professionals to help end exploitation in Sussex & Surrey.

Our work includes direct 1-1 support which aims to empower young people to participate in their own support plans. Building positive working relationships is the basis for all of our work. We support young people with advocacy, protective behaviours work and emotional support.

We have supported parents and carers through direct work to empower them to support their own children at risk of CSE.

We support professionals through ongoing training, consultation and resource development.

We have extensive experience doing group work within schools and community groups around healthy relationships, sex, consent and wellbeing.

We support a wide range of young people from different backgrounds including young asylum seeking children, LGBTQIA+ young people.

We have specialist services for:

Boys and young men.

Young people who display harmful sexual behaviour.

Project SOLAH (Young people at risk of online harm).

Meet the Team



Ed Richardson – Schools Liaison Worker

My background was originally supporting homeless adults in Bath, Bristol & Brighton. In 2014 I received MSc in Social Work and spent 3 years as an adolescent Social Worker supporting young people at risk of significant harm.

In 2017 I joined WiSE Project as the Boys and Young Men's Worker, supporting young people at risk of CSE and HSB. I am now the Schools Liaison Worker in Brighton & Hove where I support education staff to identify HSB and support those who experience it and display it. I am Aim 3 trained meaning I am able to carry out HSB Assessments and Interventions.



Tobi Roberts – CSE Practitioner

I work with young people up to the age of 25 who have experienced or are at high risk of sexual exploitation. My role also supports young people who display harmful sexual behaviours, which I've been doing for 2.5 years.

I create resources for our interventions which are trauma informed and based on my experience of supporting young people in these areas. I have a background in working with young people with complex needs in supported housing and delivering sessions on living skills and delivering 1-1 support. I love working with young people and supporting them to explore their experiences and hopes in life.



Harriet Nixon – WiSE Project Manager – Sussex

I joined YMCA DownsLink Group as a Project Worker in the WiSE service in November 2014 and have held numerous roles throughout Sussex. I am responsible for our WiSE Project throughout East Sussex and Brighton and Hove delivering specialist Child Sexual Exploitation interventions, training and support. I manage our SOLAH (Safer Online At Home) project with the Online Child Abuse Team within Sussex Police to deliver trauma informed interventions to children and their families in light of online sexualised abuse.

I am responsible for driving through the Holistic Support model adapted by YMCA WiSE in their response to children and young people who are sexually exploited. Whilst being an experienced trainer, I have delivered training to police, social care and voluntary sector organisations.



Meet the Team



Shaun Polley – Therapeutic and Wellbeing Services

I joined YMCA DownsLink Group as Head of Therapeutic and Wellbeing Services in September 2022. I am responsible for our school-based counselling service, our e-wellbeing service and clinical supervision and reflective practice for the organisation. My previous role was Chief Executive Officer for a children's disability and inclusion charity where I led their pandemic response and recovery.

I have previously led the development and delivery of specialist safeguarding and support services across the UK and held a number of strategic relationships across partner organisations and government. I am experienced at leading front-line teams to deliver high quality services that place the needs of beneficiaries at their centre. I am an experienced safeguarding practitioner and I have led organisational safeguarding practice development to ensure that service users are safeguarded, often in complex situations. I am an experienced trainer and presenter, having delivered training to police, social care and voluntary sector organisations across the UK and internationally.



Heather Robinson – Clinical Supervisor

I am a qualified social worker and have worked in Family Mediation with young people and their families. I have worked in a children's home for three years. I have also worked in Sexual Health, Rape Crisis and Women's Aid.

I have been a Supervisor for over twenty years for numerous projects for young people including, Hostels, Family Mediation and WISE. I have supervised WISE since it began, over 10 years ago. I am also currently Lead Counsellor with a team of counselors at a sixth form college.



Table Of Content

- ▶ Definitions of Harmful Sexual Behaviour: 6-8
- ▶ Schools Liaison Worker Role: 9
- ▶ School Engagement & Training: 10-16
- ▶ Themes & Interventions: 17-20
- ▶ Education Support Needs: 21-23
- ▶ PSHE & Resource Support: 24-25
- ▶ Patterns & Progress 26-28
- ▶ Alternative Education 29-31
- ▶ Recommendations 32-33



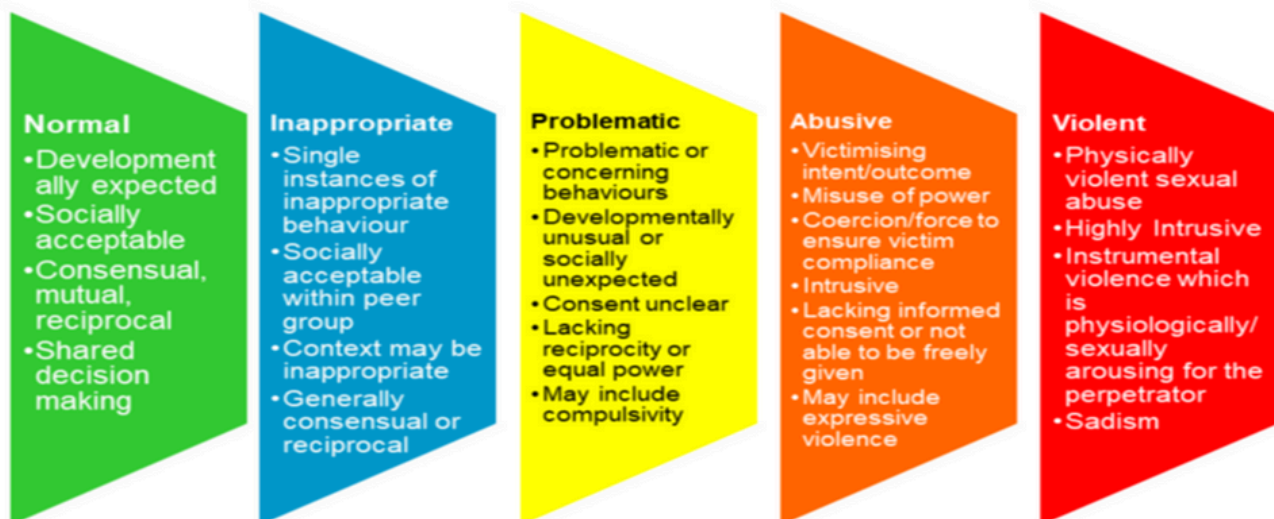
What is...

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.” (Hackett, 2014)

Hackett Continuum (2010)



**Frequently & intentionally accessing age-inappropriate sexual material online.*

**Inappropriate language.*

**Mutual sexual activity they are not ready for with peers sending and receiving illegal images.*

**Sexual interactions where there are significant power differences, lack of consent, or through force or threats.*

**Engaging in abusive or sexually violent sexual behaviour online or offline.*

Stop it Now



What is...

Sexual Harassment?

A form of unlawful discrimination under the Equality Act 2010.

The law says it's sexual harassment if the behaviour is either meant to, or has the effect of:

- 1. violating your dignity, or**
- 2. creating an intimidating, hostile, degrading, humiliating or offensive environment.**

- Commenting on someone's body, appearance or what they're wearing.
- Sexualised/derogatory comments to LGBT+ young people.
- Spreading sexual rumours.
- Unwanted physical contact of a sexual nature – for example, brushing up against someone or hugging, kissing or massaging them.
- Stalking
- Indecent exposure.
- Taking a photo or video under another person's clothing – what is known as 'upskirting'.





Harmful Sexual Behaviour

Key Messages

- >Girls are disproportionately affected by HSB compared with boys.
- >Boys disproportionately display HSB compared with girls.
- >Special Educational Needs young people tend to be over-represented amongst young people who have displayed harmful sexual behaviour.

But Remember...

Any child regardless of gender, gender identity, sexual orientation, race or economic background can experience or display harmful sexual behaviour.

Schools and colleges should be aware of the importance of:



- Having zero-tolerance approach to sexual violence and sexual harassment (including sexual and misogynistic language)
- Challenge physical behaviour (potentially criminal in nature)
- Recognise, acknowledge, and understand the scale of harassment and abuse
- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Keeping Children Safe in Education 2023

Children and young people are developmentally different to adults and should be responded to as such.

Do not impose adult modes of thinking around sex and sexual offending onto young people or make generalisations.

Where possible professionals should refrain from using adult and/or criminal language such as perpetrator or offender.

Young people who display HSB need access to support as well as those who experience it.



Purpose & Responsibilities

Support schools to feel confident to effectively address and combat harmful sexual behaviours in their settings.

The Schools Liaison Worker will work in partnership with local schools and Education Safeguarding Officer to support staff to build environments for pupils to feel safe from, and feel able to disclose any harmful sexual behaviours.

Assess Current HSB Concerns & Responses



To assess and understand the current Harmful Sexual Behaviour concerns in Brighton & Hove Schools and understand the current responses and interventions being used by education staff. Explore with staff what further support is needed to help them address HSB.

Deliver Harmful Sexual Behaviour Training



To deliver training to all staff to help them understand what Harmful Sexual Behaviour is, the impact that it has and how to respond to concerns.

To deliver training to Pastoral staff to help them carry out effective HSB interventions.

Support Harmful Sexual Behaviour PSHE



WiSE has created Harmful Sexual Behaviour Resources and accompanying guidance for PSHE staff.

WiSE additionally created a Challenging Conversations Guide to help staff challenge HSB and a Parent Resource to help parents understand online risks.



Schools Liaison Work

Brighton & Hove School Engagement

All Brighton and Hove schools engaged in at least one form of support from WiSE, whether that be initial consultation or PSHE support. Initial consultations were held with schools to understand the HSB issues they were identifying, what interventions they had in place, what support was needed and to explore training/support options.

Schools were offered HSB Training to All Staff, and Intervention Training to Pastoral Staff. PSHE resources were created and sent out to all Schools. More in depth discussions around PSHE were offered as part of the *PSHE Development Day*. An Additional meeting was offered to Pastoral & Safeguarding Leads to discuss HSB resources.

Consultation

BACA
PACA
Blatchington Mill
Dorothy Stringer
Varndean
Hove Park
Cardinal Newman
Longhill
Kings

All Staff Training

Dorothy Stringer
Varndean
Hove Park
Cardinal Newman
Longhill

Pastoral Training

PACA
Dorothy Stringer
Varndean
Hove Park
Cardinal Newman
Longhill
Kings
Patcham

PSHE Support

Longhill
Patcham
BACA
Varndean
Blatchington Mill

Resource Support

Longhill
Varndean
Cardinal Newman
Dorothy Stringer
Kings
Hove
Patcham





Schools Liaison Work

Training Content

All Staff

Definitions: Harmful Sexual Behaviour, Sexual Assault, Sexual Harassment & Exploitation.

Impact: On students experiencing HSB, students who display HSB and the impact on staff.

Why young people display HSB: Vulnerabilities, Sexual Scripts. Environment

HSB in Education: Identifying HSB, Challenging Behaviour, Disclosure.

Pastoral Training

Supporting young people affected by HSB:

Trauma, decision making and information sharing, support options.

Supporting young people displaying HSB

Intervention Strategies, Proportionate Responses, Holistic View (vulnerabilities, family, environment, trauma, SEN, developmental issues)

i) Early Intervention:

Challenging language, attitudes & beliefs

ii) Problematic Behaviour:

Structuring sessions, conversations & resources

iii) High Risk HSB:

Risk Assessment & Safety Planning



Schools Liaison Work

Training Feedback

Feedback Methods:

Surveys were given out after the training. This explored participant knowledge prior to and after the training with space to give additional feedback including additional support schools needed in order to tackle HSB.

Example:

All Staff

Scale 1-5 (1 = No Knowledge – 5 = Very Knowledgeable)

1.Definitions of Harmful Sexual Behaviour.

Before: After:

2.Why young people display Harmful Sexual Behaviour.

Before: After:

3.the impact of Harmful Sexual Behaviour.

Before: After:

4.How to challenge Harmful Sexual Behaviour.

Before: After:

Pastoral

Scale 1-5 (1 = No Knowledge – 5 = Very Knowledgeable)

1.What is your knowledge of Harmful Sexual Behaviour intervention before the training?

Before: After:

2.Trauma informed responses and support options.

Before: After:

3.How to support young people who display harmful sexual behaviour.

Before: After:

4.How to challenge sexual harassment/problematic HSB

Before: After:



Schools Liaison Work

Feedback Results

All Staff

5 Brighton & Hove Schools had 'All Staff Training'.

Prior to the training, nearly all of the schools scored themselves as having *Low to Satisfactory Knowledge* (Score of 2-3) for all four questions prior to the training.

On average, after the training, the schools scored themselves as being *Very Knowledgeable* (Score of 5) for the first three questions:

1. Definitions of HSB,
2. Why young people display HSB.
3. The impact of HSB.

Question four which relates to knowledge around how to challenge HSB was predominantly scored 4 (*Good Knowledge*) after the training which suggests there is significant distance travelled but more work to do in this area.

Pastoral

In Brighton & Hove 8 Schools had 'Pastoral Training'. Most schools reported having a Satisfactory baseline (Score of 3-4) for all questions prior to the training.

The lowest scored prior to the training was question 4; (Challenging HSB) which was scored between 2-3.

After the training took place, most secondary schools scored their knowledge for all 4 questions 4 or 5 (*Knowledgeable to Very Knowledgeable*).



Schools Liaison Work

Feedback Results

Very valuable support from the wise project.

Please can we ensure that we get more opportunities to work with Ed in the future.

Very knowledgeable presenter and very useful for myself and the organization.

Very valuable support from the wise project.

*Please can we ensure that we get more opportunities to work with Ed in the future.
Very Informative, thank you*

*Really clear and relevant information and delivery.
Ed created a safe and inclusive environment.*

Very clear and easy to follow.

Excellent seminar delivered very sensitively.



Schools Liaison Worker

Consultation & Training Impact

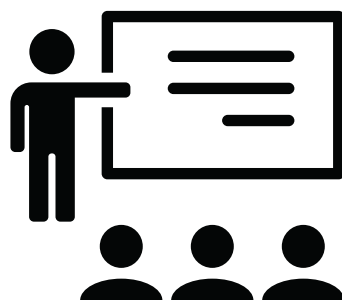
HSB Overview

Schools were given much needed space to voice their concerns about the HSB issues they were seeing amongst students as well as being able to share best practice and where further support was needed.

Following the Schools Liaison Work, schools have gained an increased professional understanding how to identify harmful sexual behaviour, the different tools used to understand it e.g. *BROOKS Traffic Light*, as well as how it contextually impacts children and staff in an education environment.

Common feedback from education staff said that they had not understood the underlying vulnerabilities and risk factors that may contribute to a child displaying HSB prior to the training and that there was good use of research, case studies and workshop questions to help embed the training. Staff were given some practical tools and guidance on how to challenge HSB in the moment and how to have effective conversations.

It was frequently feedback that school staff would like ongoing HSB training so they can stay up to date with current issues (especially online risks) to further develop practical skills and knowledge.





Schools Liaison Worker Impact

HSB Interventions

Pastoral and support staff training took place in smaller group (10–15). This provided more space for open discussion on HSB issues and how best to support young people who are affected by it. Staff gained an understanding of victim blaming language and trauma, as well as how to ensure those who experience HSB are given a voice and included in professional responses.

Staff gained insight into the skills and frameworks that can help challenge HSB, such as *Motivational Interviewing* and challenging unhelpful thinking styles. We were able to raise awareness of the support that is available from WiSE and other services, including *Restorative* options as well as practical advice on having conversations that challenge sexist, or harmful attitudes around sex, gender and relationships.

The most common feedback was further support around how to have challenging conversations with young people around these topics.





Schools Liaison Worker

Themes

HSB Concerns

All Schools reported online HSB to be a consistent concern across year groups. Sexual assault allegations did happen, but were rarer compared with other types of behaviour. Allegations may get made in school or relate to incidents outside of school e.g. at parties on the weekend.

School staff report that often these situations can be easier to deal with when the police and social services become involved because they can take the lead and advise on what needs to happen. However; some schools reported frustration when working with the police around delayed responses such as taking phones for evidence and advising on the next steps.

Many schools observe that a common HSB issue was sexist, misogynistic and highly sexualised language which is common place amongst students. Many schools reported that lower level behaviours that don't meet the threshold for statutory intervention can be more difficult to manage as there is a lack of support for schools to manage these instances.

Online Concerns

Schools report concerns around students accessing and sharing pornography amongst peers at school via phones and trying to access content on school equipment. Schools advised they also have incidents of online grooming. There were also reports of online concerns relating to language; young people using extreme sexual, racist and homophobic language. This issue is exacerbated if technology is needed for school work.

Many schools reported ongoing concerns with young people accessing age inappropriate sites e.g. dating apps like Bumble. A frequent concern is the sharing of nudes amongst peers and not realizing the illegality around it.



Schools Liaison Worker Themes

Parenting

All Brighton & Hove secondary schools raised issues around working with parents, especially when it came to online harm. **Education** staff have observed that a lot of parents don't understand modern online risks and often struggle to put boundaries in place around screen time and monitoring what young people access. Parents are frequently spoken to and provided with information and resources but this may not be followed and concerns may be minimised. Common feedback was that more support was needed for parents to help them understand online risks and how to put effective strategies in place.

Pastoral staff also talked about the difficulty of working with parents when allegations are made. Parents may demand the young person who has been accused of HSB be permanently excluded. Parents may also minimize their own child's HSB concerns.

It was reported that young peoples sexist attitudes often come from people within the family. There can be further complexity where a child's sexist/homophobic attitudes may relate to religion or culture.

Male Victims

A significant number of schools raised issues with boys sexually harassing other boys e.g grabbing bums and genitals, pulling trousers down, giving 'wedgies'. Some schools has escalating issues with boys poking fingers up other boys bottoms (some instances involved violent language). Homophobic harassment/bullying was also more common amongst boys.

Vigilante Behaviour

Schools reported issues with vigilante behaviour after allegations were made e.g. *A boy was accused of sexually touching 2 girls without consent, shortly after a group of girls went around the school putting up pictures of the boy accusing him of assault.*

Some reports said the vigilante behaviour resulted in serious violence in the community and young people developing mental health issues.





Schools Liaison Worker Themes

Other Themes

Many schools reported issues with managing HSB concerns. A common theme was **delayed reporting** of concerns to pastoral staff after incidents took place in classrooms.

Several schools reported concerns about young people being sexually harassed (mainly girls) whilst **travelling to and from school**. The harassment happened on public transport or whilst they were walking in public areas. The people doing the harassing included adult men as well as other young people.

Some school reported that there was **no policy** in place around how to manage HSB, or that they were unaware of one being in place. Some staff reported that if there was a policy in place, it wasn't followed consistently.

A couple of schools observed **difficult relationship dynamics between boys and girls**. Boys and girls are not mingling at lunch time or that there were not many mixed gender peer groups. Some staff hypothesise that it may be lack social skills or lack of interest in socializing with girls . There was speculation this may be related to consuming porn or boys may perceive to be at risk of allegations.

A lot of schools talked about **certain year groups** or cohorts of young people struggling more than others e.g. struggle with conflict resolution (year 7's and 8's) with frequent fights of social media and WhatsApp groups. Many schools reported K.3 struggling more with friendships and K.4 more with relationships which is developmentally expected.

The impact of **Covid** and school closures regularly came up. Year 9's in particular were talked about as they transitioned from primary to secondary during lockdown periods which resulted in a lack of socialisation and overconsumption of screens.

Confidence issues amongst staff were prevalent throughout schools. Many staff did not feel skilled or equipped to challenge young people around HSB and in particular how to have safe and effective conversations with young people who displayed HSB and sexual harassment.



Schools Liaison Work

Interventions

|

Schools spoke about a range of interventions including:

- Referrals to WiSE and other services.
- Risk Assessments & Safety Plans.
- School suspensions.
- Upskilling staff e.g. training with PE Teachers to help address misogyny.
- 1-1 protective behaviours sessions for students around HSB e.g. NSPCC videos.
- Wellbeing sessions for parents on adolescent issues.
- Weekly recommendations for parents on things they should know more about.
- School campaign e.g. 'Community of Equals' – trying to promote better behaviour in school.
- Focus groups.
- Assemblies.
- PSHE Lessons.
- Pastoral 1-1 conversations following HSB.
- Logging behaviour.
- Referrals into Front Doors for Families.



Schools Liaison Work

Support Needs

Student Support

A common request from education staff was to have more support for students who display and experience HSB, including more PSHE input and school assemblies from external agencies. One school held regular HSB focus groups to understand young peoples experiences around these issues and it helped inform the school on how best to support children and young people. Staff also fed back that they would like further 1-1 and group work for students at risk.

Supporting Staff

A common response in surveys was the need for education to develop the skills and confidence needed to have conversations with students around HSB concerns. It was often expressed that these conversations were very challenging and staff did not feel equipped. Some female staff in particular talked about the challenges of experiencing misogyny from students in the classroom. Regular training and workshops especially with up to date trends/risks was a frequent request. In response to this WiSE developed Challenging Conversation Guidance which has been distributed to schools and been demonstrated at PSHE day.

A number of school staff reported that there were not aware of any policies/guidance relating to HSB and some felt that even when there was it was not followed consistently. There were some concerns the behaviours were often minimised by staff.

Parental Support

A common request was for more support for parents. This included upskilling teachers to know how to support parents, services to directly support parents whose children had experienced and/or displayed or experienced HSB including direct support, resources, information and guidance. In response to this WiSE created a guide for parents on Online HSB concerns.



Schools Liaison Work

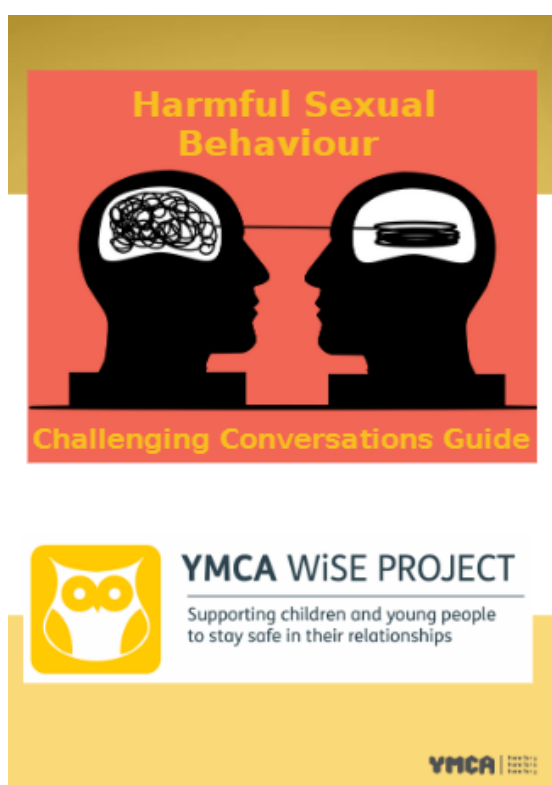
Challenging Conversations

Guidance

Every school gave feedback that they needed further support around challenging conversations and so we created guidance.

The guidance includes information on professional curiosity, bias and trauma informed practice.

There are sections with practical advice on how to prepare and carryout challenging conversations with young people who display HSB including structuring, points for discussion, key pieces of law, psychoeducation and support on how to challenge unhelpful thinking styles.



Preparing for a Challenging Conversations

Planning for a Challenging Conversation:

1. What are the facts.
2. What is opinion/up for discussion.
3. What is your purpose for having the conversation?
What do you want to achieve?
4. What are some common outcomes you both want?

Things to Consider:

- SEN needs (Do they need additional support to communicate/understand)
- Timing & Environment
- Who is the young person you are speaking with?
What might they be thinking about this situation?
Are they aware of the problem?
If so, how do you think they perceive it?
What are their needs and fears?
What solution do you think they would suggest?
- Begin to reframe the conversation as being with someone in partnership rather than opposition.



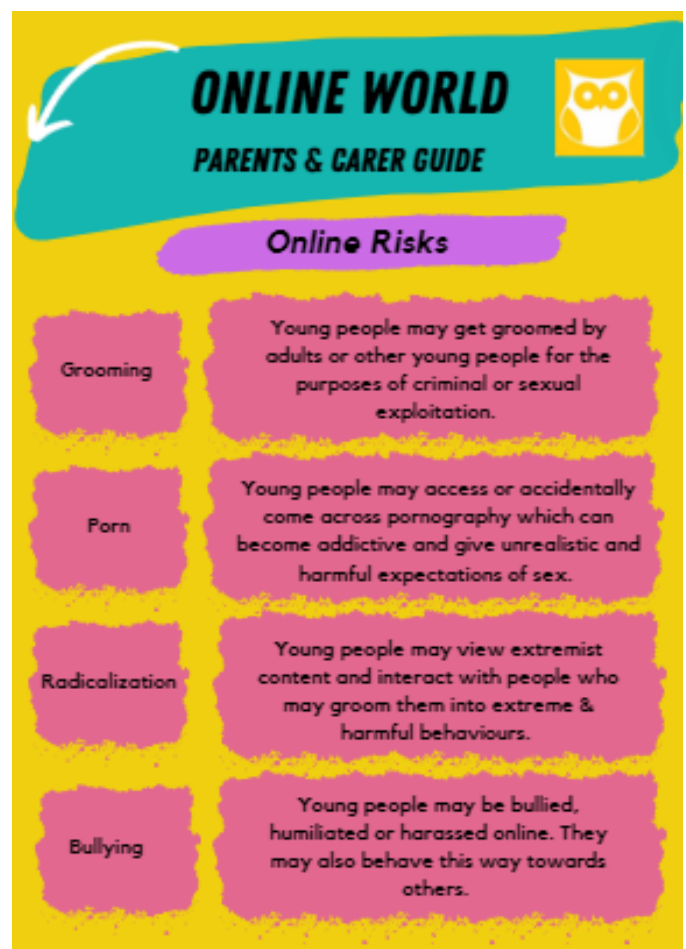


Schools Liaison Work

Parent & Carer Resource

The Parent and Carer Guide gives guidance for parents around online risks. It explores the different types of technology young person may use, different apps and where young people are able to access the internet.

It explores the positive aspects of being online as well as the different types of risks from bullying to 'sextortion'. It provides a list of services and agencies they can get support from.





Schools Liaison Work

PSHE

To support our PSHE development; WiSE researched different types of existing HSB resources and liaised with agencies currently delivering PSHE in Schools including the *Brighton Youth Police Team*. For Brighton & Hove Schools; 2 PSHE Resources were created for K.3 & K.S 4. These resources focused on scenarios of sexual harassment via the spreading of sexual rumours and pressuring people to send nudes. In K.3 resource these focus on friendships and K.4 focused more on romantic relationships.

There are themes of managing rejection and respecting boundaries. The objective of the resources is to explore the thoughts and feelings of those involved so young people can understand the impact of sexual harassment and develop healthy strategies for managing relationships. Each resource has section for creating ground rules, a list of available support services and a sexual harassment quiz with answers.

Guidance has been created for teachers to help them confidently deliver the lesson plans. The guidance has legal definitions, advice on being trauma informed, questioning techniques and further information around the lessons themes of rejection and boundaries.



WiSE also created a resource for children and young people who are home schooled. This resource has scenarios set outside of a school setting and had additional advice for parents/carers.



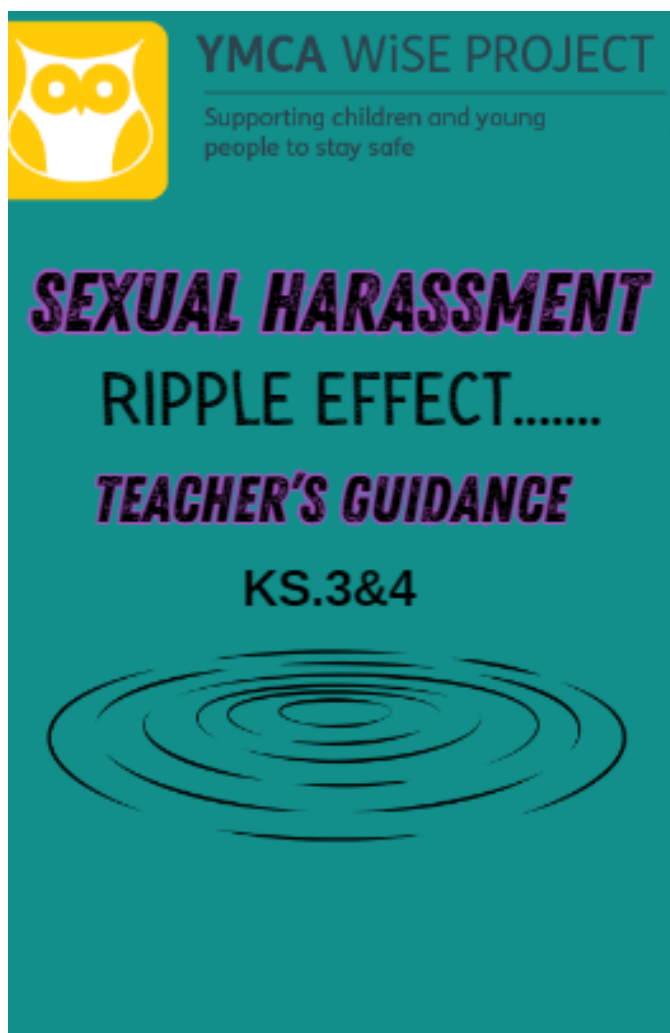


Schools Liaison Work

PSHE Development Day

The Schools Liaison Worker facilitated a workshop as part of the PSHE Development day at Falmer Campus; going through the HSB resources and facilitating discussions on best practice, as well as how to respond to challenging questions around HSB.

Staff fed back that the resource looked accessible, easy to use and covered relevant topics for the young people in their schools.





Schools Liaison Worker

Patterns & Progress

Outline of work

WiSE supported The Trust for Developing Communities (TDC) to deliver group work to boys with emerging low level HSB issues for 4 Schools in Brighton & Hove:

- Longhill
- Cardinal Newman
- Varndean
- Dorothy Stringer

The work consisted of three group sessions and three 1-1 sessions lead by male youth workers and covered topics such as masculinity, consent and relationships. The 1-1 sessions were a good opportunity to explore things with students that they may not feel comfortable saying in front of peers.

Themes

The boys clearly voiced that they enjoyed the sessions and were able to build positive relationships with staff. It was evident that the boys appreciated being given space to talk about their thoughts and feelings in a non judgmental space.

The exercises in the groups on masculinity were thought provoking and engaging. It was evident that ideas around masculinity can be confusing with conflicting messages and a pressure to conform to unhealthy ideas such as not talking about feelings.

A common theme in conversations was that the boys at times felt ignored, dismissed or labelled as 'bad' within school, especially compared to girls. Racism came up a few times with students reporting they felt schools focused more on other forms of prejudice rather than racism. Body issues came up frequently; the pressure to look a certain way as well as mocking people for being overweight.



Schools Liaison Worker

Patterns & Progress

Online influences were discussed in the groups. Many boys reported that they had learned not to mention Andrew Tate's name as it resulted detention. However they had not particularly changed their opinions about him and said they respected aspects of Tate such as his levels of fitness and wealth.

Many boys were unaware of the exact details of Andrew Tate's misogynistic statements as well as being unaware of the sexual assault and human trafficking allegations that have been made against him. Conversations in the groups explored whether there are other role models available who have less harmful beliefs towards women. Many students talked about David Goggins as a good role model; he is an endurance athlete and ex Navy Seal in America.

It is important to note that role models and influences on boys and young men come from a wide variety of sources. Andrew Tate is one of many influencers that display unhealthy and damaging views about what it is to be a man, YouTube Channels such as Fresh & Fit have 1.56 million subscribers and often voice misogynist views about women and relationships.

Therefore it is important that professionals work with boys to develop critical thinking skills to navigate this content and provide healthier alternatives. Role modelling for boys and young men needs to take place within education and the wider community. Some schools within Brighton and Hove also voiced that there was an issue with male role models within the schools themselves due to a lack of male staff and/or male staff from differing racial & ethnic backgrounds.



Schools Liaison Worker

Patterns & Progress

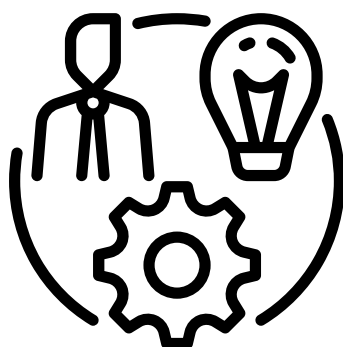
Areas for Development

It would be beneficial to review the existing session content to explore what worked well and what can be improved upon. This will help ensure the content is streamlined and stays up to date with changes in culture. A scoping exercise of exploring online culture in more details would also be beneficial.

Agreeing shared definitions and key messages around the session's themes e.g. definition of 'boundaries' and 'healthy masculinity'. Shared definitions messaging ensure children and young people are given consistent information and should include the views of schools and the local authority as well as the agency's doing the work.

Developing a strategy to ensure there is a good balance between allowing children and young people to voice their opinions, whilst ensuring harmful attitudes and beliefs are challenged consistently

Reviewing the frameworks for interventions to explore which approaches are best suited to early intervention group work e.g. focus group methods, youth work interventions, specialist group work.





Alternative Education

School Engagement

All schools engaged in the Alternative Education work. Initial consultations were held with schools to understand the HSB issues they were identifying, what interventions they had in place, what support was needed and to explore training/support options.

Schools were offered HSB Training to All Staff, and Intervention Training to Pastoral Staff. PSHE resources were closely developed with the schools to ensure it would meet the needs of their students.

All Staff Training

Connected HUB
Central Hub
Hill Park
The Hive
Homewood

Pastoral Training

Connected Hub
Central Hub
Hill Park
The Hive
Homewood

PSHE Support

Connected Hub
Central Hub
Hill Park
The Hive
Homewood

Consultation & Focus Groups

Central Hub PRU





Alternative Education

Feedback Results

The feedback surveys for the alternative education mirrored that of mainstream; after the training most professionals scored themselves as *Knowledgeable* or *Very Knowledgeable* (4-5).

However they tended to score their knowledge prior to the training as slightly higher than the mainstream schools. This is likely due to the students in Alternative Education having more complex support needs and health/social issues which results in workers having more experience and knowledge around areas such as HSB.

Engaging & knowledgeable staff who delivered the training who are clearly passionate about their work.

The trainers have been absolutely great & handled heavy & sensitive topics with great care.

Excellent presentations. Insightful & well delivered information.

Really helpful training. Very informative.

Practical advice that can use immediately in classroom.



Alternative Education

Themes

Online Risk

As with mainstream schools; staff reported the most HSB concerns were online. This included viewing/sharing pornography, female students being contacted by adult males, sharing of nudes, accessing misogynistic/violent songs/content and using high risk websites like Omegle which connect you with strangers. Sexual assault/rape allegations were rarer but did occasionally happen.

Sexualized Language

Other HSB in schools included public masturbation, using extreme language (sexual, homophobic and racist), rape threats and jokes about bestiality. There were reports of some controlling behaviour between students as well as not understanding boundaries and personal space. There were some reports concerning behaviour between male students such as grabbing genitals.

Out of School Harassment

Schools reported concerns with students being sexual harassed travelling to and from school. This included upskirting, adult men talking to students and offering alcohol, having connections/interactions with known sex offenders, being stared at and touched on the buses by adult men.

Student Focus Groups

Students feedback that sexual assault 'does not really happen' in their school, but they know it happens in others. Due to class sizes and more teaching support, students reported that there was a culture of 'looking out for each other'. However, similar to staff reports; there are concerns around sexual, misogynistic language.

Student voiced that HSB was more of a concern in the community outside of school. This includes peers and adults asking for nudes, 'weirdos' adding you on Snapchat and asking loads of questions, getting repeated sexual messages including 'dick pics'.



Recommendations

Ongoing Training

Additional training and skills development for pastoral/DSL teams focused on HSB conversations; extending it broadly across sex, consent, and relationships. Ongoing training around online risks would be beneficial given the prevalence and changing landscape of online concerns. It would be beneficial to extend the service offer to Primary Schools

Further CPD and skills development for pastoral staff and Designated Safeguarding Leads specifically focussed on challenging conversations and how to have these effectively, the impact of HSB across all genders, consent and relationships and online safety.

Further PSHE resources to equip teaching staff to effectively have challenging conversations that engage young people rather than shutting down discussion and driving harmful attitudes 'underground'.

Supervision

Reflective Practice Supervision for individuals or groups, to provide a space for pastoral leads and DSLs to discuss best practice, current cases and develop more effective HSB responses.

Many children and young people will have often had adverse or traumatic experiences which have dramatically shaped how they relate to other people and services. The aim of RPS is to support staff in how they respond to that.

Community Safety

Ongoing work with community organizations to ensure young HSB risks are reduced for young people travelling between home and school; developing and promoting systems for young people to report concerns. Relevant agencies should include the local police, Brighton & Hove Bus Company, Network Rail and local facilities and businesses.



Recommendations

Consultancy

Education staff would benefit from professional HSB consultations from WiSE for young people not meeting threshold for statutory interventions. This would provide space to have discussions on strategies and responses to young people who have experienced and/or have displayed HSB and develop bespoke support plans that staff are able to take away and implement.

Clarifying Policy, Procedure & Strategy

Schools should ensure that all staff are aware of the up to date policies and procedures on how the school assesses and intervenes in Harmful Sexual Behaviour including parents and all teaching, support and additional site staff.

Schools could benefit from reviewing their recruitment strategies to try to increase the number of male workers and develop strategies for healthy male role models within education.

Student Engagement

Support should be given to schools to enable students to take social action in their school around HSB and harmful/unhealthy cultures. Regular student focus groups would help inform support responses can contribute to the creation of student lead resources.

Further support should be given for SEN children, their families and the support staff within education as well as further exploration of the experiences of LGBT+ young people and people from different faith and ethnicity backgrounds.

Parent & Carer Support

Support for parents and carers was one of the most requested support options for schools. A range of support options would be most effective including resources, parent/carers groups and 1-1 sessions as well as ongoing support for education staff on how best to support parents.



Get In Touch

YMCA



YMCA WiSE PROJECT

Supporting children and young people to stay safe

Contact Us :



01273 222581



Reed House, 47 Church Road, Hove, BN3 2BE



wiseproject@ymcadlg.org