

Safety plan – Brandon’s example

This safety plan should be completed with professionals who support the child/young person and their family.

The child/young person should be involved in creating and have access to a version of the plan that is appropriate for their age and level of development.

The wishes and feelings of any children impacted by harmful sexual behaviour should be understood and facilitated wherever possible. It is vital that all children feel safe in school.

Professional judgement should be used as to whether the child/young person should attend any safety planning meetings. However, their wishes and feelings should be gathered prior to any safety planning meetings by a professional with whom they have a positive relationship.

The safety plan should be reviewed at regular intervals (e.g. every three months) or if there is a change in perceived risk or other circumstance.

The safety plan should be a dynamic document that supports the child’s development and healthy peer relationships, while promoting safety within the school. It should be proportionate to the level of risk and non-punitive. Identifying and promoting strengths is as important as identifying concerns and risks, as positive life skills can counter some risky behaviour.

Name of child/young person:	Brandon
Date of birth:	day/month/year
School/education setting:	A Primary School
Class:	Y4
Date of completion:	day/month/year
Present at meeting:	Nominated child protection lead Brandon’s class teacher Brandon’s mum
1 Background information	

1.1 Please provide an overview of the known sexual behaviour concerns in school, home and community:

Be specific; avoid general statements, such as 'sexualised/inappropriate behaviour'.

Was there use of force/coercion/planning/secrecy?

Record relationship and potential power differentials between any children involved and all children's responses.

Is behaviour frequent or has it escalated in severity?

School:

day/month/year: Brandon asked another male pupil of the same age (M) for a 'naked cuddle' while alone with him in the toilet. This indicates that there may have been a level of secrecy involved. However, there was no known force or coercion. There was no obvious power difference. Child M is a popular and confident child. This is the first known incident to have occurred within school. (Please see *Sexual behaviours recording form 1* stored on Brandon's file for more details.)

day/month/year: A different male pupil (J) in Brandon's class reported that Brandon showed J his "willy" and that Brandon asked J to put it in his mouth, while they were in the toilets. J said that Brandon called this a "blow job". J reported that Brandon tried to push his head down and said that he would not be J's friend if he didn't do so, indicating a level of force and coercion was used.

J is new to the school and has not yet formed stable peer relationships. Brandon had recently befriended him, which may indicate some planning and power differential.

This incident is an escalation in severity from the first incident. (Please see *Sexual behaviours recording form 2* stored on Brandon's file for more details.)

Home:

Mum has reported that she has occasionally found Brandon in bed, naked, with his sister. His sister is 2.5 years younger than Brandon.

Mum has not observed any sexual behaviour taking place on these occasions, or at any other time between Brandon and his sister, or with any other children.

Community:

No concerns reported.

1.2 Provide an overview of other behaviour concerns:

Such as bullying, violence, disruptive behaviour.

Brandon finds making and maintaining friends difficult. He is not meeting age-related academic expectations. He struggles with concentration and focus in the classroom. He is sometimes demanding of teachers' attention.

1.3 Other relevant factors:

Family background, involvement of children's services, learning difficulties, disabilities or cultural/religious factors.

Brandon's mum and dad separated 6 years ago. Brandon no longer has contact with his dad. His mum is now in a new relationship and Brandon has a half-sister from this relationship.

There was a Child in Need plan in place from day/month/year to day/month/year in relation to domestic abuse within the relationship between Brandon's mum and step-dad. This was closed by the local authority following assessment and positive engagement from his mum and step-dad.

Although Brandon is not meeting age-related academic expectations, this is not felt to be due to a learning difficulty or disability.

He is a white British child of no religion.

1.4 What interventions/consequences are already in place or have taken place:

Restrictions on activities/movement around the school, one-to-one work or whole school/class work, specialist services.

Following the initial incident, Brandon's mum was informed and was advised to discuss this with him. His mum reports that she advised Brandon not to do it again.

1.5 Child's views regarding their sexual behaviour and other behavioural concerns:

Do they understand the concerns, do they deny or accept the behaviours, are they embarrassed, angry, remorseful etc?

Brandon was initially very upset and angry when he was spoken to by the class teacher. He said that J was lying, but later told the teacher that he was sorry. During the conversation, it became clear that Brandon did know the expression "blow job" and what it meant, but didn't say where he had heard it/seen it.

Brandon is aware that we are going to complete a safety plan and acknowledges that he might need some extra support when using the toilets.

1.6 Parent's/carer's views regarding child's sexual behaviour and other behavioural concerns:

Are they angry, rejecting, supportive, minimising, concerned?

Brandon's mum says that she has no idea where Brandon has heard/seen the term "blow job". She initially expressed anger towards Brandon, but is now engaging well and is more supportive of him. His mum reports that Brandon's step-dad did not want to attend this meeting.

2 Identifying risks

2.1 Record any known triggers to the behaviour:

Particular lessons, activities, peers, staff and events outside of school.

There are no obvious triggers to the behaviour, but his class teacher reports that when Brandon is distracted/withdrawn he uses the toilet more often.

Where identified, detail strategies to reduce triggers:
What supervision is available to support the young person, can the child identify triggers to the behaviour?

Teaching staff to talk to Brandon on a one-to-one basis when they notice he is distracted/withdrawn. Brandon is to be offered use of the sensory room at these times.

2.2 Identify any risky locations in the school:
Toilets, unsupervised areas, corridors, playgrounds etc.

The toilets are an identified risky location.

However, other areas where Brandon may be alone with children are the library, reading zone and behind the recycling bins that are adjacent to the junior playground.

Where risky locations are identified, detail plans to minimise risk:
Using different toilets/toilet times, additional supervision? No go areas for child/young person?

Brandon is to use the staff/visitor toilet, which is a single toilet, at all times. He is to be supervised walking to and from the toilet area. This journey can be supervised via the classroom window, to not make this supervision obvious to others.

The area behind the recycling bins is to be fenced off, so that no children can access. It presents a health and safety hazard in any event, and the school recognises that this area may leave other children vulnerable.

The library is to be staffed during unstructured times.

2.3 Identify any others who may be particularly vulnerable:
Include staff, visitors and other children and, maintaining appropriate confidentiality, detail why they might be vulnerable

J is particularly vulnerable due to being involved in the previous incident, and being new in the school and not having developed peer relationships yet.

Brandon could potentially pose a risk to any child who is younger, or where there is a power differential.

Where vulnerable individuals have been identified detail plans to minimise risk:
Supervision, assessing suitability for contact activities, consideration of classroom seating arrangements, consider whether one-to-one work is appropriate.

J has been placed on a table away from Brandon and has been allocated a 'buddy' within the school buddy system to promote this healthy peer relationships. Please see J's file for information on what support he is receiving.

It is not felt that M is particularly vulnerable, as the behaviour appeared more opportunistic. M is a popular and confident child, and he does not currently play with or associate with Brandon.

Brandon's opportunities to be alone with other children have been reduced, see section 2.2.
Brandon's unstructured time is reduced due to his new role as classroom monitor, see section 3.4.

Protective education/work with the whole school has been planned, see section 4.2.

2.4 Identify any risky activities:

RSE lessons, school trips, PE, including getting changed/contact sports, residential stays.

No specific concerns have been identified with regard to specific activities. However, as he has asked for 'naked cuddles' seeing other people's bodies either via an RSE lesson (pictures etc) or getting changed for sports etc, may trigger some difficulties for Brandon.

There are no planned residential stays.

Where identified, detail strategies to minimise risk:

Supervision, changing in different room, conducting activities safely without supervision

Sports staff will ensure that the whole class is supervised while getting changed. It was considered whether Brandon should be required to change separately but, on balance, it was felt by the meeting attendees that this would be disproportionately stigmatising if the risk can be managed through whole-class supervision.

All RSE lessons will be completed with at least two members of staff. Staff will monitor Brandon's presentation during the RSE lessons and offer support if required.

2.5 Explore child's/young person's access to internet/media and any associated risks, including personal devices:

Is access monitored and supervised, are safety settings/filters applied, is access available in unstructured time, are personal devices accessible during the day?

No known risks in relation to the internet or social media.

Brandon does not have his own phone with access to the internet. He also does not have access to the internet during unstructured times. School safety settings are in place on all school devices. The class has received online safety sessions.

Brandon does have access to the internet via his home computer.

Where identified, detail strategies to minimise risk:

Supervised access, use of filters, no personal devices, whole school online safety.

Recommendations and guidance given to mum regarding online safety, parental settings and filters.

Suggested that his mum checks that games/films/other media that Brandon has access to are age-appropriate.

2.6 Explore and record transport arrangements to and from school:

Walking, bus, car, shared transport arrangements. Include whether the child is transported by the local authority, whether they are transported with other children, what the supervision arrangements are, is the person supervising (e.g. taxi driver) aware of the potential risks and is there an appropriate person to manage them, consider whether the child/young person should be transported individually or with additional supervision.

Brandon usually walks to school with his mum. On occasion, his mum's friend will collect Brandon and take him to school in her car with her own child, who is in year one.

Where concerns are identified, detail actions/changes required to transport arrangements:

Recommend that Brandon sits in the front of the car during the times that he is transported to school by his mum's friend, due to her not being able to fully supervise the back of the car while driving.

3 Strengths

3.1 Identify areas/locations within the school that are not assessed as requiring additional planning/supervision at this time:

Please note areas where there has been no history of incidents or concerns, or where existing supervision manages risk.

The current levels of supervision are felt to be sufficient in the classroom, corridors, lunch hall and playground, as no incidents have been observed in those locations and they are already well supervised.

3.2 Please describe positive relations the child has:

Include professionals, family, peers etc.

Brandon had a good relationship with teaching assistant Miss Bi. She is going to offer Brandon regular one-to-one time to promote this positive relationship and his wellbeing.

Brandon is also close to his maternal uncle, who his mum also finds very supportive. His mum has said that he is going to take Brandon with him to watch football once a week.

3.3 Please note activities/lessons the child enjoys and engages in positively:

Describe how these will be promoted and maintained

Consider any additional activities that could be encouraged to promote prosocial behaviour and self-esteem.

Brandon excels at athletics. He has been selected to represent the school at a local competition. He has also been awarded Star of the Week on day/month/year for his engagement in this activity. He will continue to be encouraged by staff to engage in this, or other activities he enjoys.

Brandon's mum has agreed to take him to the local sports centre to see what clubs/classes they can offer. Brandon's mum will share information appropriately if these activities are taken up.

3.4 Please identify positive attributes/characteristics/skills the child possesses which can be promoted to help them meet their emotional needs in a healthy way:

Brandon is a very helpful child and is motivated by praise. His class teacher has given Brandon a classroom monitor role and asks him to support with some classroom tasks. Brandon seems really happy with this role, and it seems to be boosting his self-esteem.

4. Implementation

4.1 Who needs to know about this plan:

*Consider lunchtime supervisors, teaching staff, volunteers, contractors, governors.
Who will share this information and when?*

Brandon's mum, the nominated child protection lead, the class teacher, teaching assistant and the PE lead all need to know about the concerns, and have sight of the safety plan.

Lunchtime supervisors need to know that Brandon should only use the visitor toilets, and that he needs to be supervised to and from them.

Brandon needs to understand the plan. Miss Bi is to create a child's version of the safety plan and explain it to Brandon. This will be completed within one week.

The nominated child protection lead will share relevant information with others, as detailed above, within one week if they are not already aware.

4.2 Work to be undertaken with the young person and wider school population:

Include one-to-one work, e.g. emotional literacy, communication skills, empathy work, NSPCC Underwear Rule, Online Safety, RSE.

Note whether this is individual or wider school work.

Emotional literacy work with the whole class, and individually with Brandon, has been completed.

Online safety work with the whole school has been completed.

The nominated child protection lead has attended, and will be disseminating, training on managing sexualised behaviour.

The NSPCC's underwear rule lesson will be delivered to the class by the class teacher.

The NSPCC's Speak out Stay safe assembly will be arranged.

4.3 Referrals for external support:

Specialist services, e.g. CAMHS, NSPCC, Note any identified need, e.g. safeguarding, therapeutic support. Who will make the referral and timescales?

A referral was made by the nominated child protection lead to the local authority on the same day as J reported the incident. They are in the process of completing a single agency section 47 investigation. They will consider any additional safeguarding needs and associated actions within this investigation. Following this, they may consider making a referral for Brandon to a specialist agency.

Please see J's records for details of the specialist support that he is being referred to.

5 Measuring risk

5.1 How will you measure whether the level of risk has changed:

This may include:

- *change in the child's view regarding their behaviours*
- *reduction or increase of incidents of sexual behaviours*
- *reduction or increase in other concerning behaviours*
- *reduction or increase of prosocial behaviour/activities*

The following will be monitored and then reviewed in 3 months, or if concerns change.

1. Any further incidents of sexualised behaviour.
2. Improvements or deterioration in peer relationships and other important relationships.
3. Brandon's emotional wellbeing and presentation.
4. Brandon's engagement in his athletics activities and classroom monitor role, and other pro-social activities.
5. Brandon's academic progress.

5.2 Review date:

The plan should be reviewed every three months or if there is a further event that impacts on risk.

Day/month/year

Signatures of attendees: