



# *Registered Manager Forum*

*July 20<sup>th</sup> 2021*

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Current challenge re. sexually harmful  
behaviour

# Focus areas in the session

- Review of current thinking related to sexually harmful behaviour
  - Reviewing the protective features of a positive safeguarding culture
  - Planning for change
  - Planning for staff updating
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# *Ofsted review in schools following the Everyone's Invited website disclosures*

Transferable principles from the report re. sexually harmful behaviour . This was identified as a societal issue . School has a key part to play in supporting young people as does children's social care.

*The report ".....has revealed how prevalent sexual harassment and online sexual abuse are for children and young people. It is concerning that for some children, incidents are so commonplace that they see no point in reporting them"*

*"On our visits, girls told us that sexual harassment and online sexual abuse, such as being sent unsolicited explicit sexual material and being pressured to send nude pictures ('nudes'), are much more prevalent than adults realise."*

# *Ofsted review in schools following the Everyone's Invited website disclosures*

*"The frequency of these harmful sexual behaviours means that some children and young people consider them normal."*

*"When we asked children and young people where sexual violence occurred, they typically talked about unsupervised spaces outside of school, such as parties or parks without adults present....."*



*What are the range of sexual behaviours?*

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> <li>- Developmentally expected</li> <li>- Socially acceptable</li> <li>- Consensual, mutual, reciprocal</li> <li>- Shared decision-making</li> </ul>	<ul style="list-style-type: none"> <li>- Single instances of inappropriate sexual behaviour</li> <li>- Socially acceptable behaviour within peer group</li> <li>- Context for behaviour may be inappropriate</li> <li>- Generally consensual and reciprocal</li> </ul>	<ul style="list-style-type: none"> <li>- Problematic and concerning behaviour</li> <li>- Developmentally unusual and socially unexpected</li> <li>- No overt elements of victimisation</li> <li>- Consent issues may be unclear</li> <li>- May lack reciprocity or equal power</li> <li>- May include levels of compulsivity</li> </ul>	<ul style="list-style-type: none"> <li>- Victimising intent or outcome</li> <li>- Includes misuse of power</li> <li>- Coercion and force to ensure victim compliance</li> <li>- Intrusive</li> <li>- Informed consent lacking or not able to be freely given by victim</li> <li>- May include elements of expressive violence</li> </ul>	<ul style="list-style-type: none"> <li>- Physically violent sexual abuse</li> <li>- Highly intrusive</li> <li>- Instrumental violence that is psychologically and/or sexually arousing to the perpetrator</li> <li>- Sadism</li> </ul>

**Figure 1. Definition: Sexual behaviours across a continuum**

*Culture is.....*

- about leadership
- about connections
- about communication
- fundamental
- a positive model
- a positive model of behaviour which is shared , known and understood
- shared vision
- common beliefs , values and actions
- CULTURE IS WEAKER WHEN CONNECTIONS ARE POOR OR INFREQUENT



*A good culture arises from messages that promote traits like collaboration, honesty, and hard work.*

- 1. Fundamental beliefs and assumptions**, or the things that the team at your home consider to be true.
- 2. Shared values**, or the judgments people at your home make about those belief and assumptions — whether they are right or wrong, good or bad, just or unjust.
- 3. Norms**, or how members believe they *should* act and behave, or what they think is expected of them

# A good culture arises from messages that promote traits like collaboration, honesty, and hard work.

**4. Patterns and behaviours**, or the way people *actually* act and behave in your home.

**5. Tangible evidence**, or the physical, visual, auditory, or other sensory signs that demonstrate the behaviours of the people in your home.

Each of these components influences and drives the others, forming a circle of reinforcing beliefs and actions

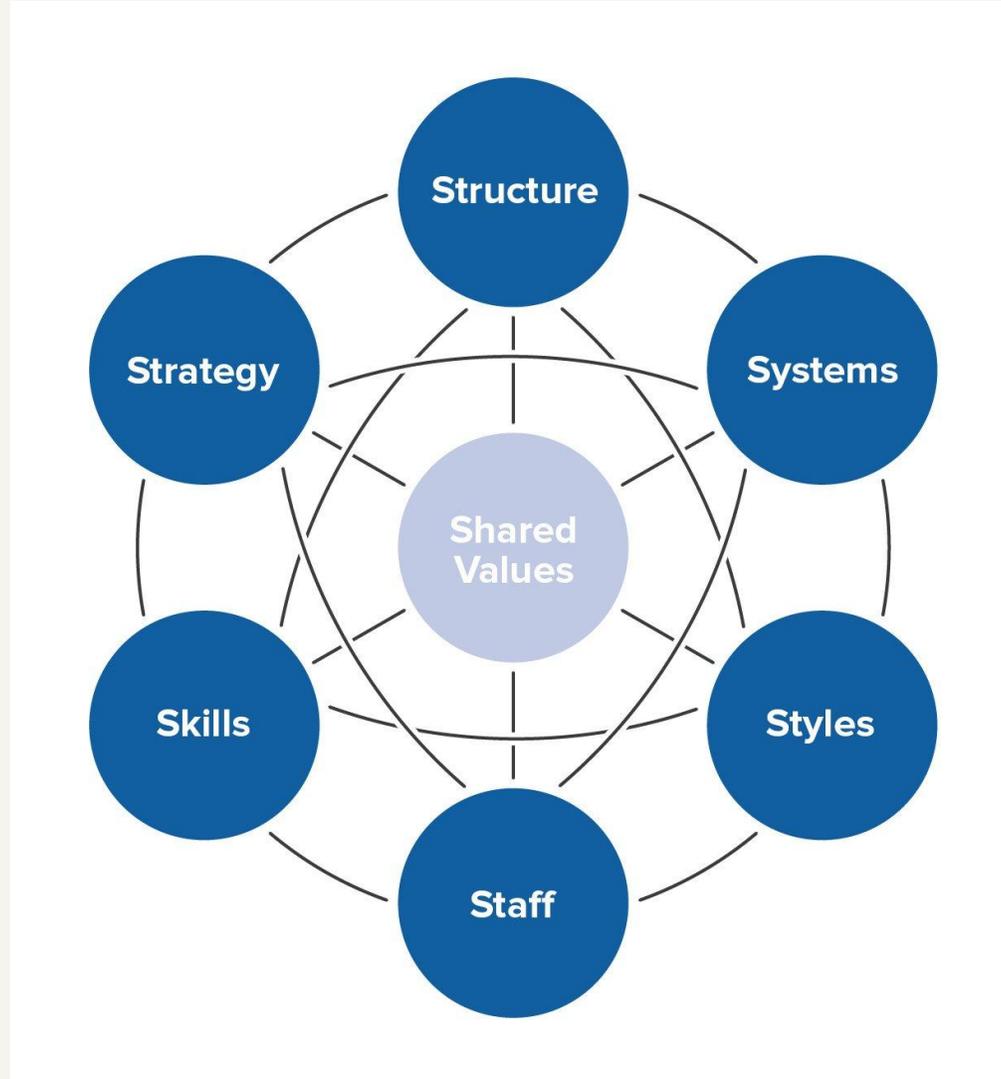


*Positive  
safeguarding  
culture led by the  
Manager:-*

- Sits within a whole service culture / model e.g. McKinsey
- A positive culture encompasses a range of protective features.
- You demonstrate :
  - an ability to build **effective** working relationships with staff and others.
  - an ability to advise and support individuals at all levels within an organisation.
  - an ability to act with integrity and respect when working with others.
  - robust management skills.
  - effective communication skills.
  - influencing skills.



# Culture structure- McKinsey 2016



*Positive safeguarding culture – some constituents and protective features within the current context:*

- Leadership
  - Safer recruitment
  - Training / knowledge base
  - Accountability
  - Environment
  - Covid/ coronavirus response
  - Appraisal , supervision
  - Effective monitoring RM and RI-  
strategic oversight and challenge
  - Safeguarding as a foundation of practice
  - Code of conduct
  - Policies/processes/procedures
  - Record keeping
  - Focus on all aspects of vulnerability
  - SEND
  - Healthy challenge
  - Whistleblowing
- 

## *Culture:*

- Data- reporting , recording , responses.
- Accidents / incidents
- Interventions
- Complaints
- Health and safety
- **ANYTHING ELSE?**



**The  
VOICE of  
the  
child.....**

## *The challenges:-*

- This may feel “ personal ” for staff as it can challenge their own life views
- Do staff struggle to accept the key issues
- Are there known issues in the home related to staff approach , behaviour management , staff responses( especially, to safeguarding concerns)
- Do you need to review your safeguarding features in the light of this report?
- Need for further training – using the positive model approach?
- Any more you can think of?

*Any thoughts?*

*Any comments?*

*Areas to follow up re. staff knowledge?*

