Subject:

CHILDREN WHO DISPLAY HARMFUL SEXUAL BEHAVIOUR

Target Audience:

- Principals and Boards of Governors (BoG) of all nursery, primary, post-primary and special grant-aided schools
- Education Authority (EA)
- Council for Catholic Maintained Schools (CCMS)
- Council for the Curriculum, Examinations and Assessment (CCEA)
- NI Council for Integrated Education (NICIE)
- Controlled Schools' Support Council (CSSC)
- Proprietors of Independent Schools
- Governing Bodies Association of Voluntary Grammar Schools in NI (GBANI)
- Comhairle na Gaelscolaíochta (CnaG)
- General Teaching Council for NI (GTCNI)
- Teachers' Unions
- EOTAS Centres
- Middletown Centre for Autism
- Catholic Schools' Trustee Service (CSTS)
- Youth Service Management Committees/Boards

Summary of Contents:

This Circular provides guidance for schools and other education settings about identification and management of harmful sexual behaviour displayed by children and young people.

Enquiries:

Any enquiries about the contents of this Circular should be addressed to:

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Governor Awareness:
Essential

Status of Contents:

Guidance for Schools and other education settings

Related Documents:
Circular 2017/04

Circular 2015/22
Relationship and Sexuality Guidance

Safeguarding and Child Protection in Schools. A guide for schools 2017 (Revised 2019) June 2020 update

Superseded Documents:
Circular 2016/05

Expiry Date: N/A

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Purpose of Guidance

1. This circular offers advice to schools and other education settings on the identification and management of children and young people who display harmful sexual behaviour. This is a child protection and safeguarding issue and the information in this circular supplements guidance previously provided in 'Safeguarding and Child Protection in Schools: A guide for Schools', which issued under cover of Circular 2017/04, revised September 2019. (Updated June 2020) *(1)*

2. The Department acknowledges the help and support of The AIM Project (AIM) and this circular is based on the AIM Project Education Guidance "Understanding and Managing Sexual Behaviours in Education Settings, 4th Edition" (Carson & Aujla, 2021).*(2)* We would also like to acknowledge the help of NEXUS NI in the review of the Safety and Support Plan for children and young people who may have been harmed.

3. This guidance is provided to help schools and other education settings identify children exhibiting harmful sexual behaviour and aims to ensure that these children receive an appropriate intervention at an early stage. It does not require schools and other education settings to develop a new policy on this area rather, as noted above, it sits within the overall child protection context. It also aims to support children and young people who have been impacted by harmful sexual behaviour within the school and wider community in line with the AIM Education Guidance as referenced above.

4. As schools and other education settings are aware, the child protection procedures require that issues of concern, including harmful sexual behaviour, should be notified to the designated teacher/youth worker/person for child protection. Issues of concern can be received from other external sources i.e. parents/carers, Social Services, PSNI, NSPCC. The Designated Teacher/youth worker/person in turn notifies the Principal/ Management Committee/Board and together they decide, taking advice as necessary, on the most appropriate course of action.

5. This may result in interventions, which at the more basic level, may be undertaken by the school or other education setting should they feel confident in doing so. Other interventions, as the behaviours increase in severity or complexity, will require the support of the Education Authority's Child Protection Support Service (CPSS). In either event, if schools or other education settings have any reservations about any of the processes outlined below, or need help in clarifying any of the terms used, staff in the CPSS will provide support.

6. Although this circular is aimed particularly at schools, the information will also be of interest to those working in the pre-school and youth sectors.
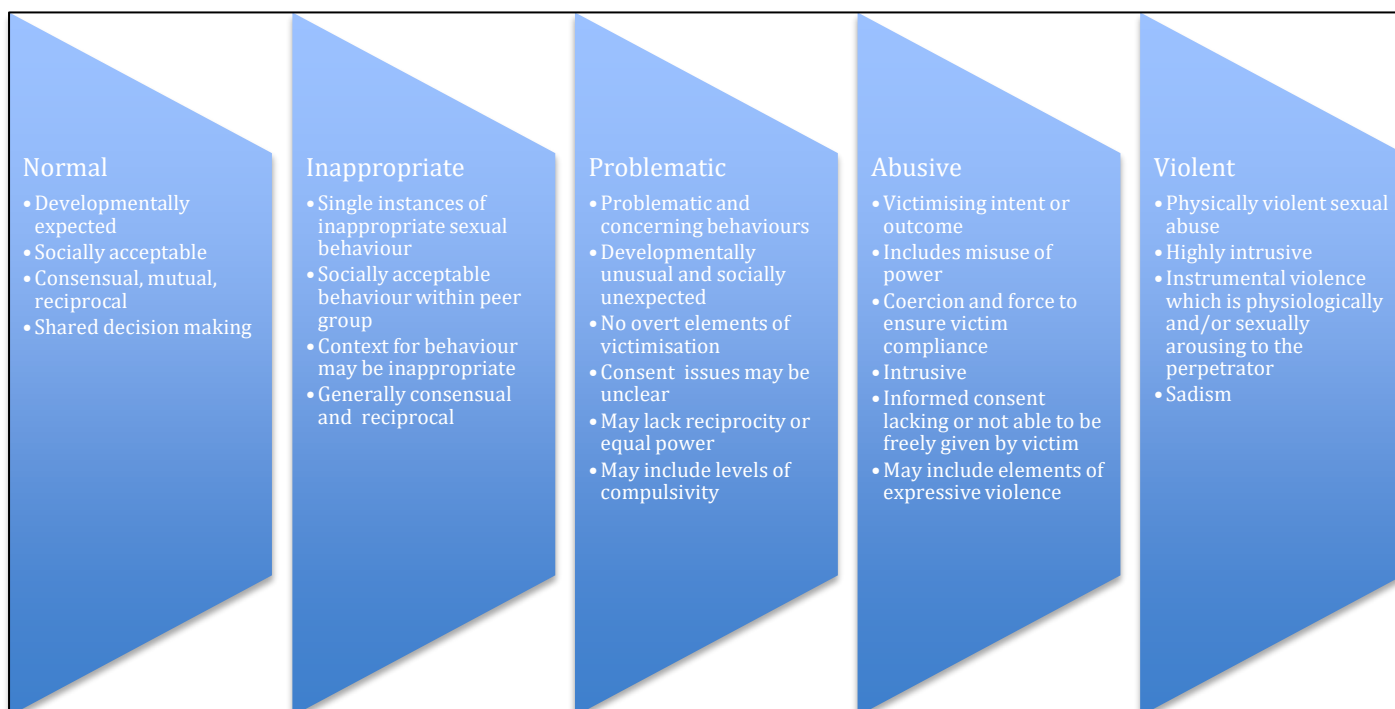
General Principles

7. Whether a child initiated harmful sexual behaviour, has been harmed themselves, or both, it is important to apply principles that remain child centred. Harmful sexual behaviour displayed by children must be recognised as damaging to both the child who has alleged to have been harmed and the child who has allegedly caused the harm. Their needs should be considered and supported through the AIM Risk Assessment and Management Plan process (RAMP 2021) for Education Settings where there are concerns about sexual behaviours from the AIM Education Guidance (Carson & Aujla, 2021).

8. A child who engages in harmful sexual behaviour may be suffering, or be at risk of, significant harm and may also be in need of protection. Some children who engage in harmful sexual behaviour may have significant emotional and behavioural difficulties and may have experienced some form of abuse themselves in the past.

9. Nonetheless, in the balance of what is in the child's best interests, the needs of the child who has alleged to have been harmed must be given priority; and nothing should be done which causes them further harm. The needs of children and young people who engage in harmful sexual behaviour towards others should be considered separately from the needs of the child who has alleged to have been harmed. A clear safety and support plan should be put in place in school and other education settings which considers the physical and emotional safety of the child who has alleged to have been harmed. A support meeting should be convened with the relevant people i.e. child, parents/carers, school staff, Social Services, PSNI and external support agencies, as needed, to develop a clear safety and support plan. CPSS could be included if required and the service has developed a pro-forma for schools and other education settings to consider. (See Appendix 1)

10. Schools and other education settings should be conscious of the fact that as practice has developed subjective, value laden terms such as 'sexually aggressive', 'sexually precocious' or 'child perpetrators' are currently not used and are inappropriate.

11. It must also be borne in mind that harmful sexual behaviour is primarily a child protection concern. The school or other education setting discipline procedures should be considered depending on the nature and level of the sexual behaviour however if the sexual behaviour is more serious and complex, schools or other education settings should contact the CPSS for support. Schools should be mindful of the guidance in The Schools (Suspension and Expulsion of Pupils) Regulations (NI) 1995 (Ref. Paragraph 5.8) *(3)*

What is harmful sexual behaviour?

12. Learning about sex and sexual behaviour is a normal part of a child's development. It helps them as they grow up, and as they start to make decisions about relationships. Schools and other education settings support children and young people, through the Personal Development element of the curriculum, to develop their understanding of healthy relationships and sexuality and the responsibilities of healthy relationships. Teachers and other education professionals are often in a good position to notice behaviours that give cause for concern.

13. Harmful sexual behaviour is an umbrella term for sexual behaviours which are of concern and have or are likely to cause harm to the individual themselves or to others. Hackett's (2010) continuum below provides a useful continuum of sexual behaviours ranging from normal, inappropriate, problematic or abusive/violent, with the **top three categories of problematic and abusive/violent being the subject of this circular.** *(4)*

Normal	Inappropriate	Problematic	Abusive	Violent
• Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making	• Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal	• Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity	• Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking or not able to be freely given by victim • May include elements of expressive violence	• Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

14. **Hackett's (2010) definition of Normal Sexual Behaviour includes the following characteristics**:
   - ❖ Developmentally expected
   - ❖ Socially acceptable
   - ❖ Consensual
   - ❖ Mutual
   - ❖ Reciprocal
   - ❖ Shared decision making

15. Normal/healthy sexual behaviour has generally no need for intervention however there may be instances when interventions are applied, for example, it is not appropriate when displayed in school/other education settings or during educational activities. This may be an opportune time for teachers/other educational professionals to positively reinforce appropriate behaviour, drawing on the issued guidance by the Department on Relationships and Sexuality Education (RSE) *(5)*. RSE is part of the statutory curriculum under Personal Development and Mutual Understanding in the Primary Sector and Learning for Life and Work in the Post Primary Sector and is a lifelong process. It helps children and young people acquire knowledge, understanding and skills, and develop attitudes, beliefs, and values about sexual identity, relationships and keeping safe. A link to the RSE resources on the CCEA website is attached Relationships and Sexuality Education (RSE) | CCEA.

16. **Hackett's (2010) definition of Inappropriate Sexual Behaviour includes the following characteristics**:
   - ❖ Single instances of inappropriate sexual behaviour
   - ❖ Socially acceptable behaviour within peer group
   - ❖ Context for behaviour may be inappropriate
   - ❖ Generally consensual and reciprocal

17. Inappropriate sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education to the pupil. However, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, advice from the Education Authority CPSS may be required. The CPSS will advise if contact with the PSNI or Social Services is required.

18. **Hackett's (2010) definition of Problematic Sexual Behaviour includes the following characteristics**:
    ❖ Developmentally unusual and socially unexpected
    ❖ No overt elements of victimisation
    ❖ Consent issues may be unclear
    ❖ May lack reciprocity or equal power - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not or involves a younger child abusing an older child, particularly if they have power over them – for example, if the older child has special educational needs.
    ❖ May include levels of compulsivity

19. Problematic sexual behaviours are also the subject of this guidance. When there are concerns about problematic behaviours, advice should be sought from CPSS about internal management within the school/other education settings and potential referrals required to other agencies.

20. **Hackett's (2010) definition of Abusive Sexual Behaviour includes the following characteristics**:
    ❖ Victimising intent or outcome
    ❖ Includes misuse of power
    ❖ Coercion and force to ensure victim compliance
    ❖ Intrusive
    ❖ Informed consent lacking, or not able to be freely given by victim
    ❖ May include elements of expressive violence

21. These behaviours are of significant concern and guidance on management of the pupils within school and other education settings and referral to other agencies such as Police or Children's Services should be sought from CPSS. The welfare of any pupil who has alleged to have been harmed must also be considered and a safety and support plan agreed for them. (Appendix 1)

22. **Hackett's (2010) definition of Violent Sexual Behaviour includes the following characteristics:**

   ❖ Physically violent sexual abuse
   ❖ Highly intrusive
   ❖ Instrumental violence which is physiologically and/ or sexually arousing to the perpetrator
   ❖ Sadism

23. Violent sexual behaviours are of significant concern, with little or no moderating factors and the additional element of violence or aggression. They may have features of threat, force, coercion or harm to others. The behaviours may be indications of the child/ young person's own experience of abuse. These behaviours may also be out of the child/ young person's control. The child's parents may also be dismissive of concerns or may pose a threat to the child who has alleged harm. Advice from the Education Authority CPSS will be required. The CPSS will advise if additional advice from PSNI or Social Services is required.

24. Schools and other education settings can develop a Risk Assessment Management Plan (RAMP 2021) where there are concerns about sexual behaviours which will create a safer environment and help build self-esteem, life and social skills. The RAMP should be kept under review. (Appendix 2)

Initial decision making

25. Assessing where any reported behaviour fits on this continuum can be a complex process. It is important to place any child's sexual behaviour within a developmental context and recognise the key differences between the motivations and meanings of such behaviours at varying stages of development. The young people's sexual health charity Common Youth (formerly known as Brook NI) online Sexual Behaviours Traffic Light Tool for professionals distinguishes between three levels (green, amber, red) of sexual behaviour in children and young people, and is useful: Common Youth

26. The AIM Project provides checklists incorporating the Hackett continuum that can support initial decision making about appropriate levels of concern and intervention. There are four AIM checklists under 12 year's old checklist, children under 12 years old with learning disability checklist, adolescents' checklist and adolescents with learning disability checklist. The CPSS Designated Officers for Child protection have been trained in the use of the AIM checklists. Contact with CPSS will assist with the completion of the appropriate AIM checklist and agree initial decision making and management within each setting.

Technology Assisted Harmful Sexual Behaviour (TA- HSB)

27. Children are living in an online world and so it is essential that all work with children takes this element of their lives into consideration. "Technology Assisted-Harmful Sexual Behaviour refers to one or more children engaging in sexual discussions or acts - using the internet and/or any image-creating/ sharing or communication device - which is considered inappropriate and/ or harmful given their age or stage of development." (NSPCC/Rich 2011).

28. The AIM Project states these kinds of behaviour can fall on a broad continuum, from problematic use of pornography to online child sexual abuse/exploitation and has incorporated factors of technology assisted sexual behaviours into the AIM Checklists referred to above.

29. The Common Youth Sexual Behaviours Traffic Light Tool also includes technology assisted factors into its traffic light tool and is also a useful resource for schools and other education settings. This is available at [Common Youth](#)

Advice and Support

30. It can be difficult to distinguish between normal childhood sexual development and experimentation, and sexually inappropriate behaviours. Complicating factors can include the age of the child concerned or whether the child has special educational needs. Professional judgement is therefore likely to be required and schools and other education settings should contact the CPSS for support and advice on the appropriate course of action to take, including any immediate responses to mitigate risk. Training from the Health & Social Care Board on 'Understanding Children's Sexual Behaviour' levels 1 and 2 can be accessed using the following links: Level 1 - [Understanding Children's Sexual Behaviour Level 1 - YouTube](#)   and Level 2 - [Understanding Harmful Sexual Behaviour Level 2 - YouTube](#) .

31. The CPSS Designated Officers for Child Protection have been trained in using the AIM Education Guidance (Carson, 2017) which provides guidelines for identifying and managing inappropriate, problematic and abusive/violent sexual behaviours in schools and other educational settings. This includes not only safely managing the child/young person who has alleged to have harmed but also considering the needs of the child(ren)/young person(s) who has/have alleged to have been harmed, as well as safeguarding the rest of the school/education setting population. It also includes consideration of effectively responding to parents/guardians.

32. Identification of harmful behaviours and analysis of any attending risks is based on multi-agency risk assessment and analysis. The CPSS supports the school Principal and Designated Teacher for Child Protection in managing the process which includes the RAMP and Safety and Support Plan and communicating with partner agencies where appropriate (primarily Social Services, the Youth Justice Agency and the PSNI).

33. Early therapeutic intervention and the development of 'social anchors' (Hackett, 2014) [4] has a high success rate and few children and young people will continue to engage in harmful sexual behaviour. Social anchors are key adults in the child's life who promote healthy pro-social behaviours and attitudes and invest individual time and attention in the child, building their self-esteem and social skills. School and other educational staff are often key people in a child's life providing this function.

34. Unhealthy attitudes and behaviours need to be addressed at an early stage. School and other education settings promotion of healthy relationships through the curriculum builds confidence, increasing knowledge and can change attitudes that may legitimise problematic or harmful behaviours or assumptions.

Transitions and Sharing Information

35. Schools and other education settings have a responsibility to share proportionate, accurate information in the interests of safeguarding and protecting children and young people. Where possible, consent should be sought from parents, and where appropriate the child, to share information regarding harmful sexual behaviour and the RAMP. Where consent is not agreed, as data controller, the school/education setting should record their rationale regarding the need to share information, including the legal and policy context. Advice and guidance can be sought from CPSS to help in schools decision making.

Whole school and specific issues

36. The ethos of the school and other education settings is important in terms of how all staff model appropriate and acceptable behaviours, whether the staff and pupils feel safe, and whether concerns raised are taken seriously.

37. Guidance on recognising and managing harmful sexual behaviour should be integrated into all schools and other education settings safeguarding and child protection policies - and managed under existing arrangements for recording and reporting.

38. Alongside use of the preventative curriculum to empower pupils work can be done through identifying the areas in school and other education settings where physical, verbal or sexual bullying can take place i.e. toilets, playgrounds, corridors. Reducing access to or monitoring these 'hotspot' areas can mean that fewer incidents are likely, or that these areas of the school or other education settings are restricted for the pupil whose behaviours are causing the concern. An individual school/education setting environment risk assessment may be beneficial.

Sources of Information and Support for Education staff

- CPSS Regional Helpline Service **028 9598 5590**
- The AIM Project: The Aim Project admin@aimproject.org.uk
- Barnardo's Belfast **028 9067 2366** email: ReceptionNI@barnardos.org.uk
- Nexus Belfast@nexusni.org Phone Number– **028 9032 6803** Derry@nexusni.org **Phone Number**– 028 7126 0566

- NSPCC Belfast **028 2044 1650** and Foyle **028 7131 2187**
- NSPCC Childline **0800 1111**
- PSNI Central Referral Unit (CRU) Tel **028 9025 9299 or 101 x30299**

References

1. 'Safeguarding and Child Protection in Schools, A guide for Schools', which issued under cover of Circular 2017/04, revised September 2019. (update June 2020)

2. AIM Project Education Guidance "Understanding and Managing Harmful Sexual Behaviour in Educational Settings", 4th edition (Carson & Aujla, 2021).

3. The Schools (Suspension and Expulsion of Pupils) Regulations (NI) 1995 (Ref. Paragraph 5.8).

4. Hackett, S (2014) "Children and Young People with Harmful Sexual Behaviours". Research in Practice, Dartington Hall, Totnes.

5. Relationships and Sexuality Education (RSE)

Appendices

Appendix 1:   Safety and Support Plan

Appendix 2:   Risk Assessment Management Plan (RAMP) for Education Settings
                   where there are concerns about Sexual Behaviours (2021)

Appendix 1

Child Protection Support Service

Safety and Support Plan for a child or young person who has allegedly been harmed by Harmful Sexualised Behaviour.

	Discussion	Agreed Actions (school based or otherwise)	By Whom	When
Child or Young Person's views How are you coping? (E.g. are you eating/sleeping ok?) How are you feeling about returning to school/other education setting? What are your concerns about returning to school/other education setting? What do you see as the risks to you when you are in school/other education setting or at home?				

Always consider the use of social media. How do you think these risks can be managed? What do you need to help you? Are there any concerns that have not yet been mentioned by your parents/teachers/others? What are the positives for you in returning to school/other education setting**?**			
Parent/Carers Views How are you coping? (E.g. are you eating/sleeping ok?) How are you feeling about your daughter/son returning to school/other education setting? What are your concerns about your daughter/son returning to school/other education setting? What do you see as the risks when your daughter/son is in			

school/other education setting? How do you think these risks can be managed? Always consider use and impact of social media.			
Contact with statutory agencies? **PSNI-** **Social Services-** **Other agency involvement?**			
Supports in place at home - **In your community-** **(e.g. counselling, sports activities.)**			
What else is needed or would be helpful to you?			
Any other issues? **(catching up if child has been absent for a**			

period of time, attendance at appointments)				
Date of review	Review monthly in school/other education setting and if circumstances change at any other time.			

Guidance

1. Discretion should be used by schools/other education setting to decide whether or not to hear the child or parent's views first depending on the needs of each child and family and which approach would be most beneficial to the child.

2. In relation to the statement " always consider the use of social media" this refers to consideration of the impact of social media in the situation;

- Does child or young person or parents use social media and how?
- Is the person who has allegedly caused the harm able to communicate with them via social media and is this safe, threatening or harmful?
- As parents/child are you aware that to discuss your situation via social media may breach your own family's right to privacy and confidentiality? This may also be detrimental to a PSNI investigation when information is inappropriately shared.

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Risk Assessment Management Plan (RAMP) for Education Settings where there are concerns about Sexual Behaviours

Name of child/adolescent	
Date of birth	
Ethnicity	
School/College	
Class/form	
Author of RAMP	
Date of RAMP	

This is the 2021 version of the RAMP format, which has been based on adaptions of the original AIM Safety and Support Plans (Carol Carson and AIM 2007) by Leeds, Hertfordshire and Cambridgeshire Children's Services (2016)

The RAMP is not a legal document, it is intended as a written agreement with the child/adolescent, their family and other agencies who work with and support them.

1. Details from the Checklist/Autism Guidance/Other Agency Information

1.1 Reason for undertaking this RAMP

Brief synopsis of the incident or incidents causing concern including any previous incidents of a sexual nature.

Has an AIM Checklist been completed and if so, what was the outcome?

1.2 Current management strategies

Brief synopsis of CURRENT risk management strategies, interventions, support in place for the pupil/student in managing the behaviour causing concern.

1.3 Factors causing concern and evidence: Has the Chronology/Pattern Mapping identified any specific risks/vulnerabilities in the school/college setting?

What are the concerns for school/college?	Evidence
Who could be harmed and how? *For example. the subject themselves, other children, staff? Sexual, physical or emotional harm?*	**Evidence**
In which situations could the risk occur? *Use the Assessment of the school environment*	**Evidence**

1.4 **Factors which heighten or lower the concerns**

Consider the information in the previous sections and identify what may heighten or lower concerns.

Factors which heighten the concerns	Factors which lower the concerns
e.g. Child/adolescent has either actually exhibited harmful sexual behaviour or has been convicted for sexual offences; also evidence of their detailed planning.	*e.g. Child/adolescent has the ability to reflect and understand the consequences of their behaviour. They are willing to engage with support offered to address this behaviour.*

1.5 Other agencies views of concern/s:

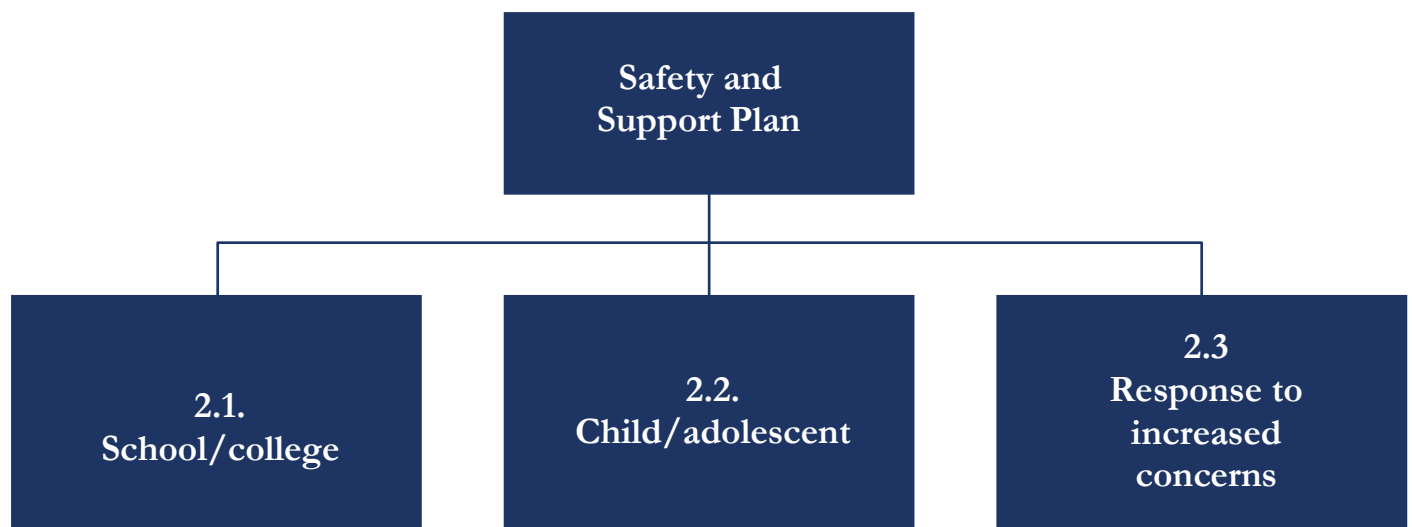|	Factors which heighten the concerns	Factors which lower the concerns
Health		
Police		
Children's Social Care *Please identify which service/s specifically are working with the child/adolescent*		
Other		

1.6 Child/adolescent and parent/carer's views:

Parents/carers and child/adolescent may hold a different view about the different level of risk and concerns;use this section to record these.

Child/adolescent's view	
Parent/carer's view	

2. Safety and Support Plan

There are three strands to the Safety and Support Plan, the actions which are part of the school/ college's policies and procedures; the actions to be taken to manage the risk and meet the needsof the child/adolescent and what needs to happen if the concerns increase

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│   Support Plan      │
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│college│ │scent │ │increased │
│      │ │      │ │concerns  │
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In the relevant section below list any actions, arrangements and strategies that can be put in placeto safeguard and promote the welfare of the child/ adolescent and others identified in the RAMP. The supporting document 'Assessment of the school/college environment' Hertfordshire Children'sServices (2016) may assist.

2.1 School/College:

Actions	By Who/When?
Reporting, recording and monitoring: *What are the arrangements for reporting, recording and monitoring the child's/adolescent's behaviour?*	
Chronology of incidents: *Use AIM Chronology of incidents. Who will be responsible for monitoring and updating this?*	
School/college environment: *What are the arrangements for managing unstructured times, transitional period, contact between parties and potential hot spots of the building? What level of supervision is required and how will this be managed?*	
Transport arrangements: *What are the arrangements for the child/adolescent to get safely to and from school/college?*	

Actions	By Who/When?
Duty of care/keeping all pupils/students safe: *How will this be done? Who will take responsibility for coordinating? What messages have been given to pupils/students about keeping safe and how?*	
Off-site activities - school trips, work experience etc: *How will risk be managed in these situations?*	
Inclusion and diversity: *Are there any additional factors to consider in relation to the child's age, gender, sexuality, race, religion, disability, mental/physical health or other?*	

2.2 Child/Adolescent:

Actions	By Who/When?
Individual work: *What work is being undertaken to address the child's/ adolescent's unmet needs in relation to sexual behaviour?*	
Liaison with parents: *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?*	
The right to feel and be safe: *What support has the child/adolescent been offered to be safe in school/college?*	
Behaviour management strategies: *Are there clear boundaries and expectations of acceptable behaviours?*	

Actions	By Who/When?
Positive activities: *What support is in place to reduce the risk of isolation and to encourage the child/adolescent to enjoy and achieve?*	
Identity: *Are there any additional factors to consider in relation to the child's age, gender, sexuality, race, religion, disability, mental/physical health or other?*	

2.3 Response to increased concerns:

Identify the actions necessary if there are concerns that the safety and support management planis ineffective.

Actions	By Who/When?
Liaison with other agencies: *Increased concerns may require a referral to children's social care and specialist services.*	
Exclusion(Expulsion)/temporary or permanent: *Are there significant grounds for considering this? Has there been an assessment of the situation? If so what the evidence for this decision?*	
Inform parents/carers: *Who will contact parents/carers?*	

Actions	By Who/When?
Review of RAMP: *When will this be done? Who will lead on this? (Ideally this needs to be convened with all parties ASAP). AIM chronology of incidents needs to be up to date.*	
Any other?	

2.4 **Safety and Support Plan agreed by:**

I can confirm that the information contained in this document is an accurate reflection of the discussions had and actions agreed by all parties present atthe RAMP meeting.

Actions	Role	Signature
	Head Teacher/College Principal	
	Designated Safeguarding Lead	
	Form Tutor	
	Other relevant school/college staff (specify who)	
	Child/adolescent	
	Parent/carer	
	Other Agencies (specify which agency)	

2.5 **Information sharing:**

Name	Role

2.6 **Date to review RAMP**

The timescale of the review needs to be in proportion to the level of concerns/risk and the degree of support and intervention.
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3. Review of RAMP Safety and Support Plan

3.1 Agreed actions/amendments for this review:

Using the RAMP Safety and Support Plan (sections 2.1 – 2.3) and AIM chronology of incidents, evaluate whether any changes need to be made. A review will consider any new information, change in circumstances, and any work carried out with the child/adolescent and family.

Using the table below, record any changes that need to be made and why.

Summary of progress made	Further incidents	Actions/ amendments	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/Adolescent: *e.g. has the child/adolescent used the support available in school/ college and from other agencies as part of this plan?*			
Response to increased concerns: *e.g. can the child/adolescent remain in school/college given the current concerns? What additional support can be given?*			

3.2 Safety and Support Plan agreed by:

I can confirm that the information contained in this document is an accurate reflection of the discussions had and actions agreed by all parties present atthe RAMP review meeting.

Role	Signature

3.3 Is a further review required?

Yes, 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.

No, All actions completed. RAMP closed