



PREVENTION AND MANAGEMENT OF PROBLEMATIC AND HARMFUL SEXUAL BEHAVIOUR IN CHILDREN AND YOUNG PEOPLE

A guide for school staff working with grades 1-10

**PREVENTION AND MANAGEMENT OF PROBLEMATIC
AND HARMFUL SEXUAL BEHAVIOUR IN CHILDREN
AND YOUNG PEOPLE**

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FOREWORD

This guide is created by RVTS Mid in collaboration with Rebessa (Regional resource team on children and young people with problematic and harmful sexual behaviour). This guide aims to raise the level of competence on what constitutes a healthy and normal sexuality in children and young people, as well as provide guided help with managing cases where children and young people have displayed problematic or harmful sexual behaviour. Increased knowledge about the sexuality of children and young people will help lower the risk of them developing harmful sexual behavioural patterns. Increased knowledge on the subject will also lead to discovering signs of abuse and assault early so that necessary measures can be implemented and prevent further harm.

Many adults may harbour reservations about entering an arena where the child or young person's sexuality is so clearly on display. This is exactly why it is important we provide concrete ways of understanding and managing such cases. Children and young people who display problematic and harmful sexual behaviours usually have quite tangled and complex motivations, and interagency cooperation is necessary for managing this successfully.

There are several terms for sexual behaviour leading to concerns or injury. It is often appropriate to describe the behaviour or action as violating or abusive. What term should be used depends on the context and the purpose behind using it. In this guide the terms problematic and harmful sexual behaviour are mainly used about everything outside the realm of good and healthy sexuality in children. We still would like to encourage being conscious of your choice of words, both to nuance sexual actions between children and prevent stigmatization and unnecessary stress for those involved.

We encourage using the guide actively and to set aside time in professional meetings for discussion and reflection around prevention and management of sexual offences. Every school should make their own guidelines with the names and addresses of their collaborators. The school management is especially responsible for this.



BACKGROUND

We have in recent times seen a growing awareness of the fact that children and young people can display harmful sexual behaviour toward – or assault – peers. A large number of these incidents take place at school (Pedersen, Nøhr & Kloppenborg, 2017).

International systematic reviews show the proportion of sexual assaults committed by children and young people vary, from 10-50% (Kruse, 2011). Our national statistics are also worryingly high: around 1 in 5 girls and 1 in 15 boys report being sexually assaulted before turning 18. About half of assaults were committed by peers, like friends, a romantic partner, or an acquaintance (Mossige og Stefansen, 2016; Hafstad og Augusti, 2019). A report from the National Criminal Investigation Service shows the number of sexual crimes committed by minors being on the rise. Violence and assault against children are serious human rights violations. They are also societal problems, as well as public health problems, and can lead to substantial physical and psychological issues for the victims. Protection of children and prevention of violence and sexual assault against children is emphasized in several international and national plans and conventions, like these:

The UN Children's Rights Convention Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent [it].

“Strategy for sexual health”

(Ministry of Health and Care Services, 2017)

The municipalities will work with the purpose of promoting sexual health and to spread awareness on the subject. The work of promoting sexual health needs to begin already in the toddler years. Kindergartens and primary schools are therefore important arenas in which to promote good sexual health.” (Our translation)

The Knowledge Promotion Reform 20

(Utdanningsdirektoratet, 2020)

reflects the overarching plans from the government by focusing on sexuality and boundaries in several subjects and overall. Its demands are specific and make it easier for schools to assist in preventing sexual harassment and assault.

The Education Act Chapter 9A emphasizes how schools are obligated to provide a safe and positive psychosocial environment for every student.

Ethics for the teaching profession (UF -2012) states that the teacher “intervenes and protects kindergarteners and pupils against violations, regardless of the identity of the offender”.

Sexuality is a central part of children and young people's mental health. Having teachers who can encourage a healthy sexuality and who can identify and manage problematic and harmful sexual behaviour in a good way, are important when trying to foster a safe and positive school environment, good mental health, and prevent sexual assault.

In addition to knowledge, it is important to be conscious of one's own attitude towards children's sexuality. Attitudes and experiences will affect how one relates to the subject, and how we choose to act when being faced with the sexuality of children and young people. Experience with talking about sexuality will generate confidence and knowledge.

THE STRUCTURE OF THE GUIDE

This guide is structured after the principles of the Traffic Light where sexual behaviour is divided into green, yellow and red behaviour, corresponding with healthy, problematic and harmful sexual behaviour. It can sometimes be difficult, for both the child inflicting harm and the child being harmed, to differentiate between healthy sexual fun, and problematic and harmful sexual behaviour.

The guide consists of 2 main sections in addition to a list of appendices:

1. PROFESSIONAL UNDERSTANDING OF CHILDREN'S DEVELOPMENT, PAGE 6

2. NORMAL, PROBLEMATIC AND HARMFUL SEXUAL BEHAVIOUR EACH HAVE THEIR OWN CHAPTER. FOR EVERY CHAPTER IS A CORRESPONDING **SECTION ON MEASURES:**

- Normal sexual behaviour, page 10
- Measures which promote healthy sexual development, page 12
- Problematic sexual behaviour, page 16
- Managing problematic sexual behaviour, page 18
- Harmful sexual behaviour, page 22
- Managing harmful sexual behaviour, page 24

APPENDICES

1. Example of how to manage harmful sexual behaviour in primary school, page 29
2. Example of how to manage problematic sexual behaviour in lower secondary school, page 30
3. Caring for the person exposed to sexual violations or assault, page 31
4. Template for documentation and information when discovering harmful sexual behaviour, page 32
5. Safety plans in school, page 34
6. Sexual offences, page 40
7. Aid agencies available for cooperation, page 41

1. PROFESSIONAL UNDERSTANDING OF CHILDREN'S GENERAL AND SEXUAL DEVELOPMENT

Our experiences affect us. Proper care stimulates children's development, while bad experiences and trauma can lead to delayed or skewed development. There are two motivational systems in charge of our actions:

The survival system (often called the alarm system) makes sure one is safe and out of harm's way.

The exploration system is characterized by curiosity and stimulates exploration, discovery and learning. The systems can't be "on" at the same time, and the survival system always overrides the exploration system. Prior life experiences strongly affect how the systems cooperate with each other. When children have experienced something hurtful their survival system will, most of the time, be active, and the exploration system inactive. The children are occupied with scanning their surroundings for danger, which hinders their ability to learn. Even though we adults know the classroom is safe, the brains of these children are preparing for danger. To change this, the children need constant safe experiences in the classroom, until their brain has enough of them to realize it is, in fact, safe. The teacher's understanding, predictability and perseverance can help the children's brain to increasingly activate the exploration system. Doing this will improve the children's learning ability, and the children get to experience the good of the world (Ringereide og Thorkildsen, 2019).

Resources:

<https://www.rvts.no/ressurser>

«Folkehelse og livsmestring i skolen» (Ringereide og Thorkildsen, RVTS Sør), PEDLEX

<https://www.cactusnettverk.no/oppskriften-for-hjernensutvikling/>

<https://www.traumenett.no/index.php>

Øverlien, C., Hauge, M. I., & Schultz, J. H. (Red.) (2016).

Barn, vold og traumer. Møter med unge i utsatte livssituasjoner. Universitetsforlaget

SAFETY, RELATIONS AND REGULATION

Research into the needs of children and young people who have been exposed to hurtful experiences or grow up in unhealthy conditions, shows the importance of safety, positive relations, and assistance with regulating emotions, impulses and behaviours in order to promote growth, development and learning (Howard Bath, 2009). Do keep in mind that these three areas describe fundamental needs for all children, and create good classroom- and learning environments when implemented in school.

1. Safety

Feeling safe is the most important thing in children's lives. They need adults they can trust in their lives. Safe attachments provide protection and promote growth (Kvello, 2015).

What constitutes as "safe" differs between individuals and depends on prior experiences. Some pupils have reactional patterns that may seem irrational, overly dramatic, unpredictable and disrupting. Reactions like these can be understood as expressions of pain, and be rooted in emotions the pupils have yet to master. Expressions can be both outward (shouting, swearing, running away, etc.) and inward (acting passively, being quiet or rejecting, etc.). Increased safety can be achieved by having at least one adult who meets the child's emotional needs; someone who supports the child, is understanding and helps regulate negative emotions.

2. Relations

All children and young people are in need of positive, long-lasting relations. The relation between teacher and pupil is imperative for pupils' learning and well-being (Hattie, 2009), and has a big impact on emotional, cognitive and social development.

Relational competency in schools is about the staffs' attitudes toward children and young people, and being conscious of your own behaviour and emotional expressions in the face of different pupils' behaviour. Professional competency and relational competency complement each other and help you see every individual pupil's needs, emotions and academic potential (Lund, 2017).



3. Regulation and co-regulation

Emotions are the driving forces behind our actions, and we need to look past those actions to understand what causes them. Many children have not learned how to comfort themselves and need adults who can “co-regulate” them when emotions become overwhelming. One of the most important aspects of this is to not exercise any of your power or control over the child, but rather be an attentive listener, accept frustrations and support the child’s self-regulation, and adjust when necessary. A lot of children find it helpful to stimulate their senses, either to calm down or to liven up, for instance by listening to calming or energetic music.

Children who are assisted with regulating hurtful or difficult emotions and verbalizing their experiences, are also being trained in how to self-regulate their emotions. However, safety and positive relations are prerequisites to working with regulation of behaviour.

Resources:

«Folkehelse og livsmestring i skolen» (Ringereide og Thorkildsen, RVTS Sør), PEDLEX

Øverlien, C., Hauge, M. I., & Schultz, J. H. (Red.) (2016). Barn, vold og traumer. Møter med unge i utsatte livssituasjoner. Universitetsforlaget

SEXUALITY IN SCHOOL

The Knowledge Promotion Reform 2020 emphasizes public health and mastery of life as one of three multidisciplinary subjects in school. The pupils will receive competence which, among other things, promotes good mental health and gives them the opportunity to make responsible life decisions. Relevant parts of the subject are, among others, sexuality and gender, media use, establishing your own boundaries as well as respecting others’ boundaries, and managing thoughts, emotions and relations (Udir, 2019).

Resources:

LINK (Livsmestring i norske klasserom)

«Folkehelse og livsmestring i skolen» (Ringereide og Thorkildsen, RVTS Sør), PEDLEX

Play it right – et samtaleverktøy om seksualitet. Se <https://rvtsost.no/play-it-right>



INTERAGENCY COOPERATION

An early effort is imperative to prevent injury and provide help to vulnerable children struggling with problematic and harmful sexual behaviour. Such complex situations require a coordinated effort across professional groups. A well-established interagency relationship – with clear goals and defined roles – increases the chance of children getting the professional and social assistance they need – when they need it.

DUTY OF CONFIDENTIALITY

As a public employee in either a school or after-school-program you have a mandatory, statutory duty of confidentiality, the basis of which is the ban against providing information on children and parents to third parties. There are, however, several limitations making it possible to cooperate with others to follow up on children and pupils:

- Cases can be discussed anonymously
- You may ask for consent. If the person with the right to confidentiality agrees to giving the information to someone, the duty of confidentiality is rescinded for as long as the agreement lasts

DUTY TO PROVIDE INFORMATION AND DUTY TO REPORT

You have a duty to provide information if the Child Welfare Service requests information about a case wherein they suspect neglect, physical abuse, sexual assault etc. (the Education Act Section 15-3 and the Kindergarten Act Section 22).

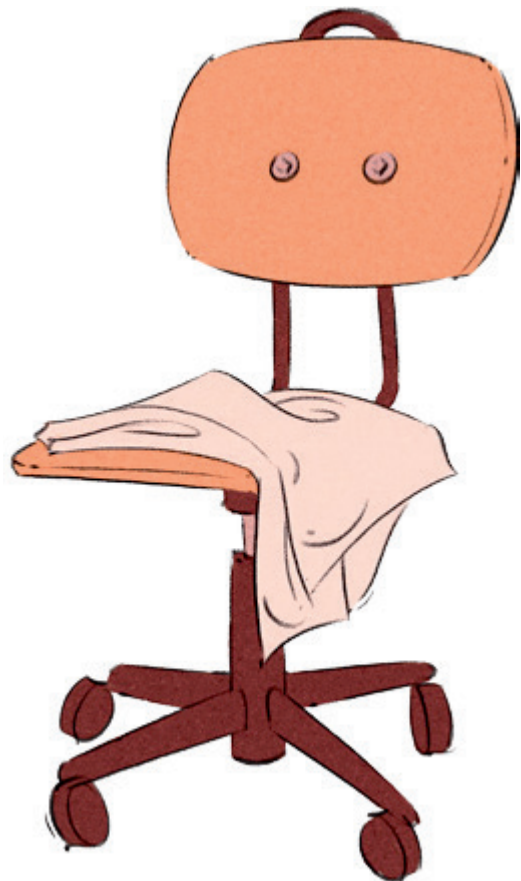
The duty to report is essentially the same as the duty to provide information, with the key difference of it being YOUR responsibility to report it if you suspect neglect or assault.

DUTY TO AVERT A CRIMINAL OFFENCE

“To avert” is, in this case, to avert a possible future criminal offence; you are not obligated to report punishable offences already carried out. The duty to avert generally applies to situations where you know for sure – or think it highly probable – a person will commit sexual assault, seriously injure someone (including severe psychological abuse) or take another human’s life, according to the Penal Code Section 196.

Resources:

<https://rvtsmidt.no/brosjyre/>



2. NORMAL, PROBLEMATIC AND HARMFUL SEXUAL BEHAVIOUR IN CHILDREN

HEALTHY SEXUAL DEVELOPMENT

Healthy and normal sexual behaviour is spontaneous, curious and pleasurable. The behaviour should be reciprocated and equal in age, size, maturity and cognitive functioning.

Sexuality is part of being human, and is in development from you are born, until you die. The sexuality of children is characterized by curiosity and exploration, and can not be compared with the sexuality of adults. Children express their sexuality in many ways; through language and touch, exploration of their own or someone else's body, sexual activity, play and interplay.

SEXUAL JOY AND MASTERY

The foundation for sexual happiness and mastery is laid when we are children, along with the security of deciding what happens to our own body. Our early experiences make up the foundation on which we form attachments and experience intimacy later in life.

SEXUAL PLAYING

Children often play games in which they explore their sexuality. They can play alone or with others. It is normal for children to explore their own body and touch their genitals. The way adults react upon learning this – their choice of words, tone and facial expressions – help shape how children understand and feel about sexuality. It is important to acknowledge children's sexual exploration as it helps them get to know their own body, and better establish and respect boundaries.

KNOWLEDGE AND SAFETY

Having a positive relationship with sexuality and knowledge about your own body, values and attitudes, is important to develop an assured sexual identity. This is how you achieve sexual joy and good sexual behavioural patterns. See p. 14 on sex education.

Answer children honestly and concisely. This can build a foundation for future open dialogue.



GENDER AWARENESS

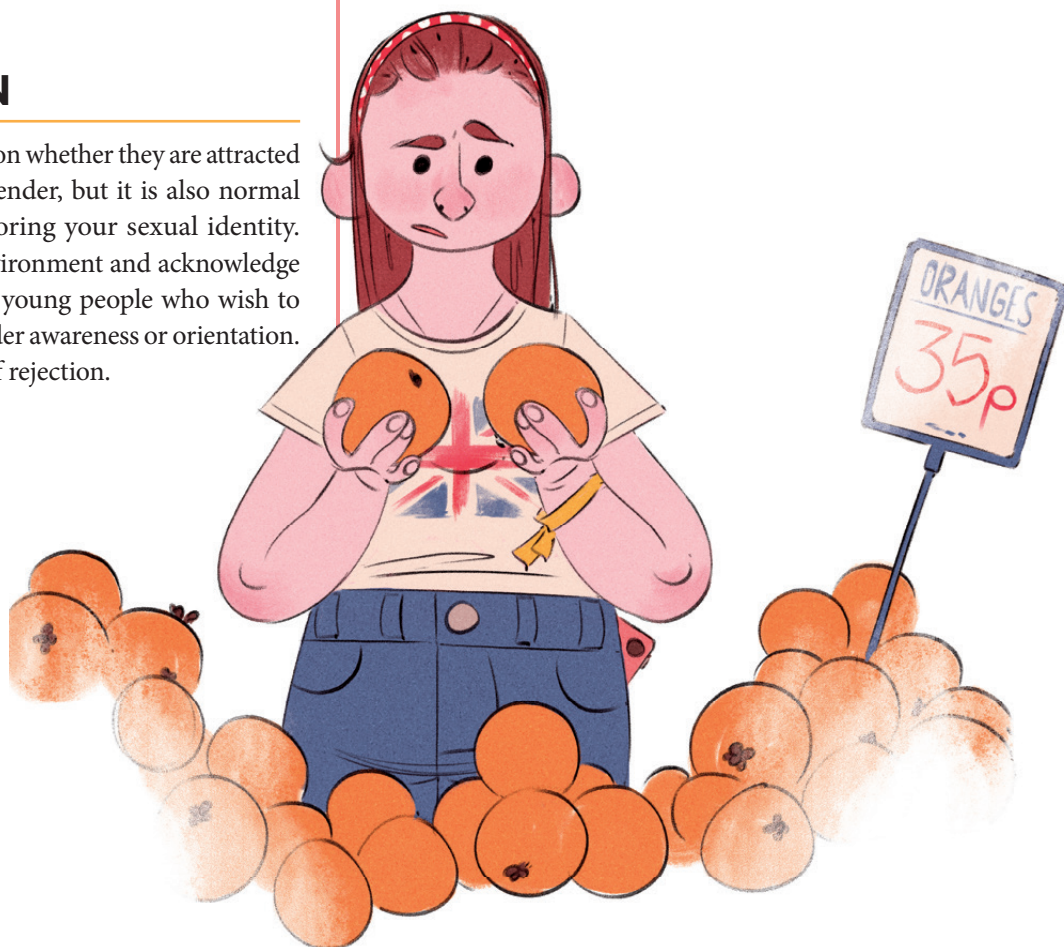
When they are 2-3 years old, children begin to understand the differences between boys and girls, and can identify as one or the other. It has traditionally been thought that everyone identifies as either a boy or a girl. We now know gender is a lot more diverse.



Children rely on safe adults who can support a healthy sexuality. They need adults who can be happy for them and their sexual development, while also being able to regulate and correct behaviour if it turns violating.

ORIENTATION

Many people find out early on whether they are attracted to the same or opposite gender, but it is also normal to spend some time exploring your sexual identity. Create a safe and open environment and acknowledge and support children and young people who wish to speak about their own gender awareness or orientation. Children are most afraid of rejection.



MEASURES WHICH PROMOTE HEALTHY SEXUAL DEVELOPMENT

General classroom measures anchored in class leadership, social and emotional competency and sex education form an important basis for preventing problematic and harmful sexual behaviour. Therefore, the measures highly resonate with existing programs and focus areas in schools, and are based around teachers' important role and position in the classroom.

**“Make it possible to give the child/young person positive feedback and information”
(The Traffic Light, p.4)**

1. GOOD CLASS LEADERSHIP

Nordahl & co. (2005) present relation-oriented and proactive class leadership as important conditions to prevent unwanted behaviour. In addition, the relation between teacher and pupil is one of the factors most affecting learning outcomes (Hattie, 2009) as well as the pupil's mental health (Drugli, 2011). The principles of relation-oriented and proactive class leadership make it possible for the teacher to be present for every pupil.

Useful resources:

«Folkehelse og livsmestring i skolen» (Ringereide og Thorkildsen, RVTS Sør), PEDLEX
Hattie (2009)

**“Relations between pupils and teachers are important to develop social competence.”
(Veileder Udir, p. 26)**

RELATION-ORIENTED CLASS LEADERSHIP

- *Get to know the pupil as an individual*
- *Greet every pupil*
- *Use names*
- *Listen/acknowledge*
- *Physical touch (i.e. a tap on the shoulder)*
- *Eye contact*
- *Give praise and positive attention*
- *Show interest by asking about what they do in their spare time, hobbies, etc.*
- *Do nice things, e.g. play games*
- *Be humorous*
- *Share things about yourself (be a little private)*

NB! Spend time building a relation to parents/ caregivers

PROACTIVE CLASS LEADERSHIP

- *Predictability*
- *The pupils are familiar with rules and routines*
- *The teacher praises positive effort and behaviour*
- *The leader of the class gives good, clear instructions*
- *Well-thought-out physical frameworks*
- *Well-thought-out structure and organizing*

(Examples inspired by Webster-Stratton (2005) and Bergkastet & co. (2009))

2. SOCIAL AND EMOTIONAL COMPETENCE

Education in social and emotional competency is the second component of the universal prevention of harmful sexual behaviour. In the core curriculum of the Knowledge Promotion Reform 20, social learning and development is described in Section 2.1:

“Being able to understand what others think, feel and experience is the basis for achieving empathy and friendship between pupils (...). Everyone shall learn to cooperate, work with others and develop abilities within co-determination and co-responsibility” (Udir.no)

Several programs have been developed for schools aiming to teach their pupils social and emotional skills. The programs used in prevention contain mostly the same topics and areas of competence (see Useful resources). Observational learning and reinforcing desired behaviour are central principles, based around the idea that changes in children’s behaviour happen through changes in the behaviour of significant adults. The teacher becomes an important role model in how to behave properly in a classroom, by themselves being a good example of such behaviour. Education in social and emotional competency can be based on different strategies:

(The figure builds upon Arnesen and co. in Befring, Frønes & Sørli, 2010)

<i>Behavioural support strategies</i>	<i>Give praise, positive attention</i> <i>Guidance, descriptive comments</i> <i>Co-regulation</i>
<i>Cognition-oriented strategies</i>	<i>Discuss different kinds of coping strategies (e.g. similarities between thoughts, emotions and behaviour, problem solving skills)</i>
<i>Social skills</i> <div> “Social competence and social skills are important for children and young people’s developing relations with both peers and adults” (Veileder Udir, p. 10) </div>	<i>Conversing, observational learning</i> <i>Empathy (e.g. showing you are compassionate toward others, giving compliments)</i> <i>Self-control (e.g. learning about emotions and regulation)</i> <i>Cooperation (e.g. friendship skills, sharing, helping others, following rules and instructions)</i> <i>Self-assertion (e.g. introducing oneself, taking the initiative, resisting pressure)</i> <i>Responsibility (e.g. keeping agreements, turning down unreasonable suggestions from others)</i> <i>Tell someone when experiencing something difficult, unreasonable or uncomfortable</i>

Useful resources:

Utvikling av sosial kompetanse. Veileder for skolen https://www-lu.hive.no/ansatte/moh/documents/Veil_Sos_kompetanse.pdf

3. SEX EDUCATION

Sex education might be the most important component in the universal prevention of harmful sexual behaviour. Several subjects in the Knowledge Promotion Reform 2020 contain competence goals regarding sexuality and sexual behaviour, meaning this will be a topic throughout primary and secondary school. Positive relations and safety are requirements to educate about sexuality. Assured adults with a high competence in sexual behaviour can provide honest and precise answers, which is necessary to successfully convey the subject. Sex education should contain topics like love, emotions, identity, respect, values, boundaries and relations, birth control and diseases. Teachers have the rare chance to converse regularly with pupils on these topics.

If the person teaching sex education is someone the pupils do not have daily contact with (i.e. the school nurse), the homeroom teacher should be present during the lesson and follow up on the subject afterwards.

Some pupils will, due to cognitive and developmental issues, need customized learning and teaching arrangements to ensure they get something out of the education.

Important topics:

Values and attitudes

Healthy and unhealthy sexuality

What is okay and what is not

Age of consent

Boundaries/private areas

How to be a good romantic and sexual partner

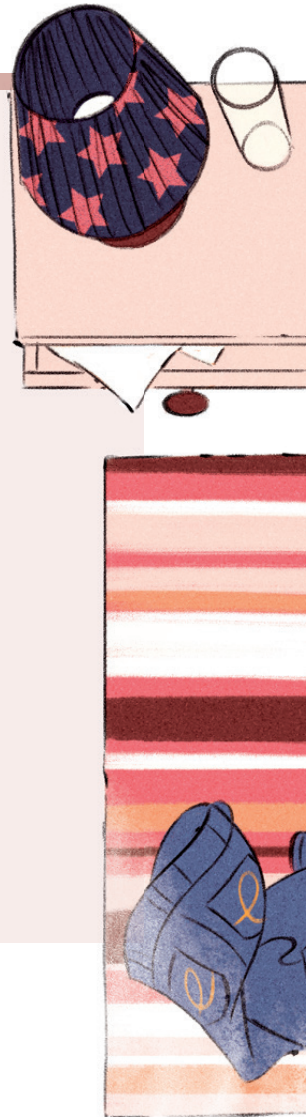
It's okay to say no!

Image sharing and social media

Sexual identity

*Consequences of sexual assault
– for both parties*

Pornography (fiction and reality)





COMPETENCE GOALS IN SOCIAL STUDIES

Grade 2: “The pupil should be able to discuss emotions, body, gender and sexuality, and how to express and respect their own and others’ boundaries”

Grade 4: “The pupil should be able to discuss boundaries in relation to the body, what violence and sexual assault are, and where to go for help if one is exposed to violence and sexual assault”

Grade 7: “The pupil should be able to reflect on the variations of identities, sexual orientations and gender expressions, and their own and others’ boundaries in relation to emotions, body, gender and sexuality, and discuss what actions one can take in the event these boundaries are broken”

Grade 10: “The pupil should be able to reflect on how identity, self-image and personal boundaries evolve and are challenged in different social settings, and give suggestions on how to manage outside influences and unwanted acts”

Useful resources:

«Børn og seksualitet» (Stevnhøj & Strange, 2016)

«Barna og seksualiteten» (Aasland, 2018)

Med hjerte for seksualiteten (Hegge, 2018)

www.seksuellatferd.no

<https://www.reddbarna.no/jegerher>

<https://rvtsost.no/verktoy/seksualitet-hos-barn-og-ungdom>

www.trondheim.kommune.no/seksualitet

www.sexopolitikk.no

www.jegvet.no

www.jegvilvite.no

PROBLEMATIC SEXUAL BEHAVIOUR

Problematic or harmful sexual behaviour is what we consider unhealthy. This is behaviour with concerning intensity and frequency, or behaviour which does not correlate to the appropriate age- or developmental maturity. It can also be a discrepancy in dominance by one party behaving threateningly or attempting to coerce (by offering clothes or candy, for instance) the other party into joining sexual games.

THE TRAFFIC LIGHT CAN HELP US DIFFERENTIATE

It can sometimes be difficult to differentiate between healthy sexual playing, and when the sexual behaviour is problematic and harmful for both the child inflicting it, and the child exposed to it. Knowledge about normal development, and signs of behaviour changing negatively is therefore important. Sexual behaviour can also have different motivations and meanings for children in different developmental stages. “The Traffic Light” is a nice tool for adults to use when identifying and assessing sexual behaviour causing concern. (See Trafikklyset at www.seksuellatferd.no)

PORNOGRAPHY

Many young people are curious about sex, and use porn, as one of several sources, to find information on sexual activities. According to the Children and Media-study from 2020, 70 % of boys and 25 % of girls between the ages 13 and 18 have watched porn. The boys especially look up porn regularly, some from they are 10 years old.

Most adolescents are able to separate pornography from reality, but others find it difficult. Younger children may find pornography very frightening. Looking up porn is a normal part of sexual development, but can at the same time affect attitude and sexual behaviour, sometimes concerningly so.



Pornography is easily accessible, and some children and young people are in danger of developing a form of addiction to porn which can affect normal sexual development, developing a tolerance for “hardcore porn” which leads to needing more and more extreme stimuli to achieve sexual arousal. A frequently occurring aspect of addiction is a reduced ability to regulate emotions and mentalize. Watching violent pornography seems to increase the risk of sexual aggression compared to watching non-violent pornography.

DUTY TO PROTECT

When children and young people display sexual behaviour capable of harming others or themselves, the adults have a duty to react and provide help and necessary protection. Some children and young people are vulnerable and more liable to be exposed to or develop unacceptable sexual behaviour. This can be children with different disabilities, children who have been exposed to violence, assault or neglect, children from low socio-economic conditions, or children with skewed development or socialization.

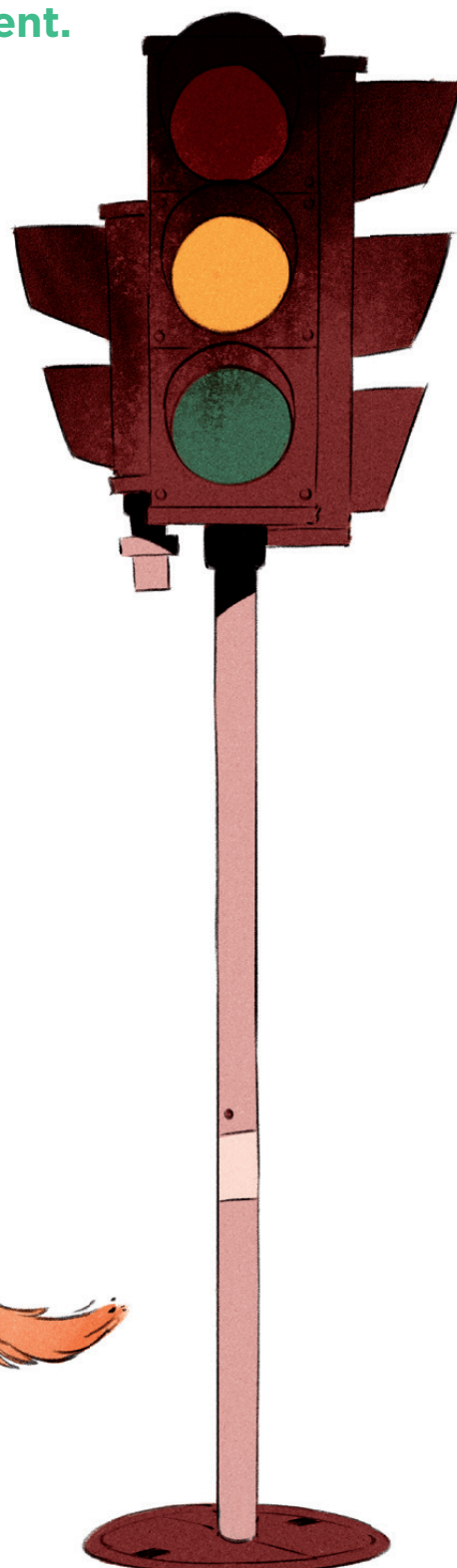
EARLY EFFORTS

Early efforts are about providing help as early as possible, and implement measures for a pupil the moment it is needed. Correcting unfortunate developmental patterns early will help the child to sexual joy and achievement as well as prevent violations of others. For an example, see how this is worked with tangibly in the case on p. 29.

PAY ATTENTION

If you suspect problematic sexual behaviour is occurring it is important to watch and observe to gather the information needed to potentially implement later measures, as well as show support and guidance toward a healthy and normal sexuality.

It is important for children and young people that adults are unambiguous, caring and consequent.



MANAGING PROBLEMATIC SEXUAL BEHAVIOUR

If any of the school staff suspects a pupil of displaying problematic sexual behaviour, they should bring this to someone's attention right away. The concerns often begin with vague gut feelings and uncertainty about the violating behaviour. Discuss your worries with professionals as early as possible, so the correct measures can be speedily implemented at the school. This way the school can investigate, observe and assess the situation to ensure the behaviour does not continue or escalate. While this is important, keep in mind that the goal is to help the child or young person have a healthy sexual behaviour.

“A need for observation and information gathering to ensure the correct actions are taken by adults” (the Traffic Light, p. 5)

SPEAKING WITH CHILDREN AND YOUNG PEOPLE ABOUT DIFFICULT SUBJECTS

When in conversation with children displaying problematic sexual behaviours it is important to ask how they are doing, and to follow up on your own concerns by initiating more conversations. Adults must openly care and show interest by asking open questions, be reassuring and handle hearing the children's stories; this is how you build trust. Children usually confide in people they explicitly trust, and this trust should be upheld to the best of your ability, despite sometimes needing the help of other adults to properly help the child, as well as the law mandating you take action to prevent violence and assault.

Suggested conversation-starters:

- “You said something that caught my attention, could you tell me more about it?”
- “I heard what you said, what was it about?”
- “I have found out (describe clearly what it is). I would very much like to help you with this, but to do that I need to know more.”

Check out www.snakkemedbarn.no

BEING MENTALLY AVAILABLE DURING CONVERSATIONS

“Accommodating” children's strong emotions and behavioural expressions requires us to stay calm and keep a lid on our own strong emotions and frustrations. This can prove difficult when children seem to reject and actively provoke you. The Window of Tolerance is a widely used metaphor which can help with resisting and regulating outbursts.

See this video:

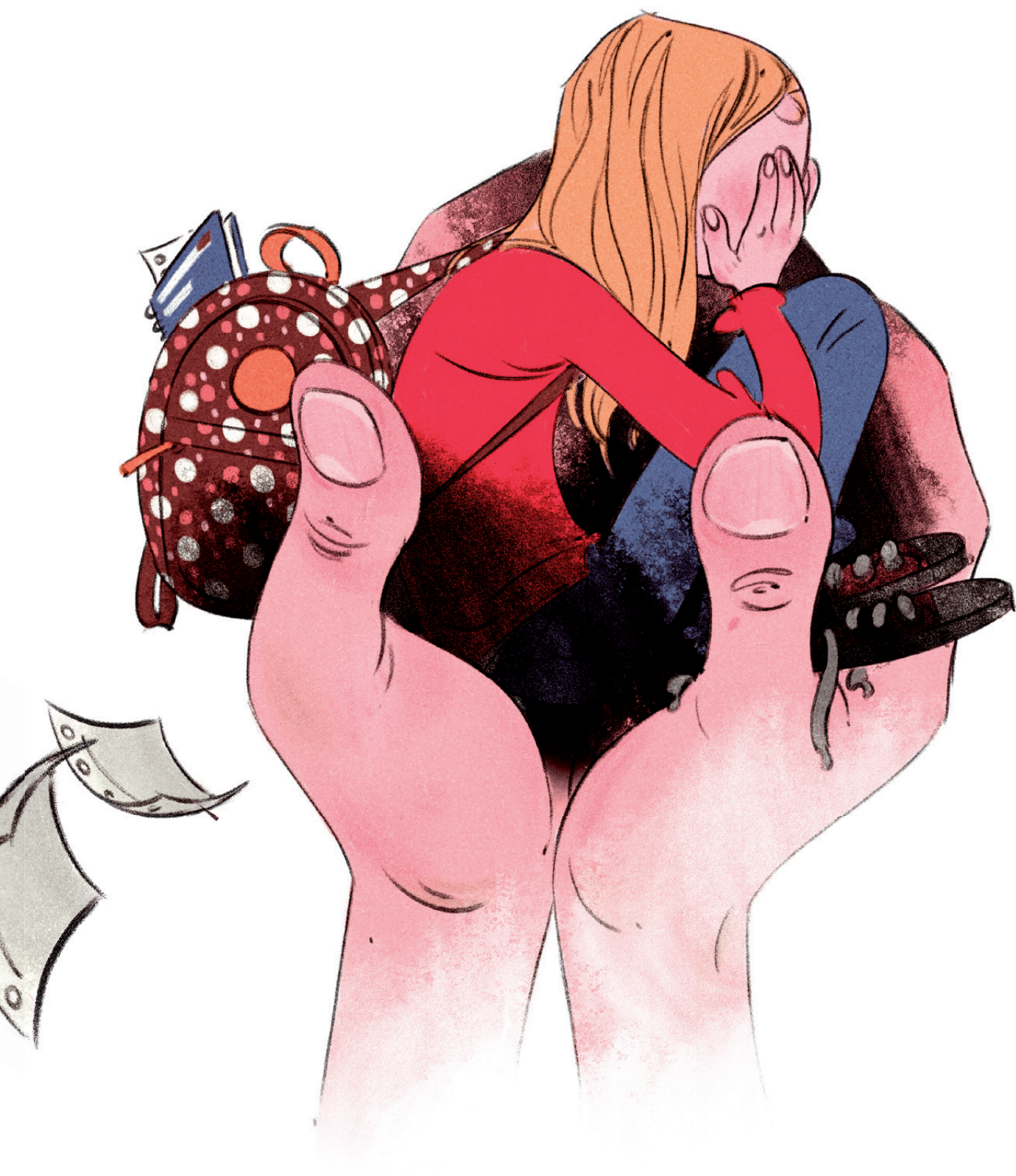
https://www.youtube.com/watch?v=ugC4EdmsKWc&feature=emb_logo

CREATING A SAFETY PLAN

Creating a safety plan not only when behaviour is harmful, but also when it is problematic, is often a good idea. It helps with thinking through possible scenarios, and working to prevent them. (See safety plan p. 34 and appendix 5.)

Making the safety plan in cooperation with the child is encouraged, to clarify the adult is there to support them and provide assistance so that they do not commit unfortunate acts, and to be in agreement of what kind of supervision and assistance is needed, who does what, etc. See a case from primary school, p. 29.





WORKING ON SEXUALLY DEGRADING LANGUAGE, ATTITUDES AND POOR CULTURE IN THE CLASSROOM

Using genital words, degrading language, and sexual orientation jeeringly creates an unhealthy classroom environment. Some may feel excluded and harassed, or the slang could be adapted and accepted as normal. Both have negative consequences for building respect and the correct attitude toward each other. This use of language can, in many cases, lead to physical touches that cross personal boundaries, for instance feeling up breasts, slapping the butt, etc.

It is important to have a common understanding of this and how to manage it between the staff. Ensuring the parents and pupils have the same understanding needs to be worked on over time.

Other professional advice:

- Teach boys and girls separately. A male teacher should talk to the boys to avoid accusations of “feminist propaganda” or “prudishness”. Be aware that not everyone will feel exposed or shy by the behaviour discussed. This should all be in addition to combined lectures where the goal is a common understanding of the subject and obligation to behave properly.
- Give the class a common understanding of the subject, discuss “how do we want our class to be” and make a set of rules for use of language and physical touching.
- Hold a parent-teacher conference for all parents and inform them of how you have approached the subject in class, and what rules for use of language and physical touching the pupils have compiled. Encourage the parents to also focus on the subject at home.
- Contact other agencies for cooperation, e.g. the Child Welfare Service for counselling and assessment of the class environment, and the Educational Psychological Counselling Service (PPT) for assessment of pupils and work with systemic change.

See example of management in secondary school p. 30.

THE SCHOOL'S RESPONSIBILITY

The Education Act Section 9A-4 (Obligation to act in order to ensure pupils a good psychosocial environment), states: “Everyone working at the school must keep an eye on the pupils to ensure they have a good psychosocial school environment, and if possible, intervene against violations such as bullying, violence, discrimination and harassment. (...) Everyone working at the school must inform the head teacher if they suspect or find out that a pupil does not have a good psychosocial school environment”.

You MUST abide by The Education Act Chapter 9A if you receive information or suspect someone is exposed (by other pupils) to, or exposes other pupils to problematic or harmful sexual behaviour.

The obligation to act consists of five subsections:

Obligation to pay attention (Investigate and observe to gather information on what occurred.)

- Have conversations with the pupils involved to better understand what happened, and support everyone involved.
- Obligation to intervene
- Obligation to notify the school management (principal)
- Obligation to investigate (investigate and observe to gather information on what occurred.)
- Obligation to implement measures (make a plan of action)

The school must create a written plan when measures are to be implemented in a case. The plan must describe:

- a) what problem the measures are to solve
- b) what measures the school has planned
- c) when the measures will be implemented
- d) who is responsible for implementation of the measures
- e) when the measures will be evaluated.

The school must document what will be done to comply with the obligation to act.

Discuss the case anonymously in a professional environment! Never be alone with your concerns!

Professionals to consult:

- Statens barnehus (Children's Advocacy Center)
- RVTS
- Rebessa
- Resource unit V27 Betanien Bergen



SUMMARY

To determine whether behaviour is problematic or not you need to gather information about the event and discuss with colleagues and management, but most importantly: discuss with professionals. The Traffic Light is also a good tool to use in the assessment.

Make sure the school looks after all the children and persons affected throughout this investigation phase. Create an environment in which the pupil can recount their experiences, and opportunities to be closer to the pupil. Inform the pupil of what is going on.

Useful resources:

www.seksuellatferd.no

www.snakkemedbarn.no

<https://www.statensbarnehus.no/barnehus/>

www.rebessa.com

<https://betaniensykehus.no/avdelinger/betanien-sykehus/enhet-for-psykisk-helse/barne-og-ungdomspsykiatriskpoliklinikk/ressursenhet-v27>

www.rvts.no

www.dinutvei.no

HARMFUL SEXUAL BEHAVIOUR

Harmful sexual behaviour is harmful both to the child exposed to it and the child inflicting it, and requires an immediate response from adults.

Harmful sexual behaviour is an umbrella term for behaviour we classify as nonnormative and non-acceptable sexual behaviour. It is usually characterized as being excessive, secretive, violating, forceful, regressive or threatening.

CHARACTERISTICS OF HARMFUL SEXUAL BEHAVIOUR IN CHILDREN AND YOUNG PEOPLE

- An imbalance of power, maturity and age between the children
- Use of threats, coercion or force
- Lack of consent
- Behaviour that is normally acceptable, but in the context becomes unacceptable
- A not insignificant amount of secrecy and/or planning
- Behaviour escalates despite attempts to stop it
- The person exposed to harmful sexual behaviour displaying negative emotions like fear and anger, potentially having an outburst or closing off

HARMFUL SEXUAL BEHAVIOUR WILL NOT BE REPEATED

Most children will not repeat the harmful sexual behaviour if they are given clear boundaries and have the potential consequences of such behaviour explained to them; how it affects both the violated party and themselves. Some adolescents will need further counselling in how to manage and master social interaction, sexual emotions, rejection by peers, and guilt/shame about having committed a sexual violation.

If the harmful sexual behaviour repeats or the child/young person does not respond to correction, counselling, and measures, you need to refer them to therapy for more extensive evaluation, risk assessment and assault-specific treatment.

BOTH BOYS AND GIRLS

Boys commit the majority of sexually harmful acts, but girls also commit them. For some girls the problems are more hidden and taboo.

THEY ALREADY KNOW EACH OTHER

People are typically exposed to harmful sexual behaviour by someone they know (friends, siblings, classmates, etc.), but some do inflict harmful sexual behaviour on people they do not know.

THE BEHAVIOUR HAS SEVERAL CAUSES

It can be the result of unfortunate sexual experimentation, or maybe a reaction caused by emotional, physical or sexual assault or neglect. Some display this behaviour after having been shown or seen a lot of pornography, or after adults have had sexual intercourse in front of them. Others are more impulsive in their actions, with no apparent instigator or premeditative planning. The problematic or harmful sexual behaviour is often only one of several issues (behavioural issues, psychological or neurological problems) the adolescent is dealing with, and must be understood as such; in context, rather than as “its own thing”. There are, however, a significant percentage of adolescents who are not otherwise troubled, and whose cognitive and social functions fall within the normal part of the spectrum.



CARE FOR BOTH PARTIES

Looking after both parties is imperative to preventing later problems. The party who committed the violations and the party exposed to them must not be left to themselves, but rather taken care of separately by reassuring adults. School staff (contact teacher, school nurse, etc.) will need to be freed up from other work to look after the pupils.

REPORTING AND INVESTIGATING

The sexual acts may be illegal and require police investigation, but the children still need much help in multiple areas. Several services and agencies then have to assist in the effort. If you are in doubt about filing a report you can contact Statens barnehus, the Child Welfare Service or the Police.



Different ways to interpret problematic and harmful sexual behaviour (not exclusive)

- *Reaction to own trauma*
- *Lack of social skills*
- *Impulsivity*
- *Loneliness, depression*
- *Difficulties regulating emotions*
- *Learning difficulties and neurological issues*
- *Difficulties forming connections*
- *Wanting attention*
- *Lacking in knowledge of sexuality, laws and regulations*
- *Curiosity and sexual arousal*
- *In need of supervision and safety*

HARMFUL SEXUAL BEHAVIOUR ONLINE

There has been an increase in harmful sexual behaviour on the internet and mobile phones. This can include sending hurtful, uncomfortable or threatening sexual comments, sending or requesting sexualized photos and nude photos, and downloading, storing and sharing depictions of assault against – or sexualized photos of – children. Preventing sexual violations and assault on the internet cannot be done by IT-security and censoring alone, and must also be addressed in education about sexuality, pornography and netiquette. The National Criminal Investigation Service recommend teaching children and young people to take a screenshot of their phone and give the photo to the Police.

(<https://www.politiet.no/rad/trygg-nettbruk/>).

MANAGING HARMFUL SEXUAL BEHAVIOUR

If harmful sexual behaviour is discovered at school, it is important to have routines on what the staff should do and who to contact. It is necessary for both the school and cooperating agencies that every role is clearly defined.

Close interagency cooperation between the school and relevant agencies are crucial to ensure pupils displaying harmful sexual behaviour receive the help they need.

ROUTINES FOR INTERAGENCY COOPERATION IN CASES WITH HARMFUL SEXUAL BEHAVIOUR

<i>School staff</i>	<ul style="list-style-type: none"> • <i>Stop the behaviour</i> • <i>Inform school management</i>
<i>School management</i>	<ul style="list-style-type: none"> • <i>Contact the Child Welfare Service (and the Police)</i> • <i>Implement safety measures in school immediately</i>
<i>The Child Welfare Service</i>	<ul style="list-style-type: none"> • <i>Coordinate interagency cooperation</i> • <i>Hold a Consultation within 3 business days</i>
<i>Agencies in the first line</i>	<ul style="list-style-type: none"> • <i>Family protective services: Counselling and assisting the family</i> • <i>School: Implement a safety plan written during a prior Consultation</i> • <i>School nurse: Counselling and dialogues at school</i> • <i>PPT: Counselling and an offer of customised education for the pupil</i> • <i>General psychologist: Counselling, assessment and treatment of the pupil</i>
<i>Agencies in the second line</i>	<ul style="list-style-type: none"> • <i>BUP (Division of Mental Health Care, Department of Children and Youth):</i> • <i>Assessment and treatment of pupil</i> • <i>Habiliteringstjenesten: Counselling and assessment of pupil</i>
<i>Professional agencies to consult</i>	<ul style="list-style-type: none"> • <i>Resource unit V27, Betanien Bergen</i> • <i>Statens barnehus (Children's Advocacy Center)</i> • <i>RVTS</i> • <i>Consultation teams</i>

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Agencies the school can cooperate with:

First line (no need for referral)

- *The Child Welfare Service*
- *School nurse*
- *PPT*
- *General psychologist*
- *Family protection services*

Second line (referral needed)

- *BUP*
- *Habiliteringstjenesten for barn og unge*

Professionals to consult

- *V27/Betanien Bergen*
- *Statens Barnehus*
- *RVTS*
- *Rebessa*
- *Consultation teams*

CONSULTATION

The Child Welfare Service is responsible for coordination in cases about harmful sexual behaviour, and will hold a Consultation. The Consultation is held shortly after the behaviour has occurred, so that all parties gain a common understanding of what is to happen next. Suitable agencies to include – excluding the school (contact teacher, guidance counsellor, principal) – are PPT, family protection services, BUP, the Police, Statens Barnehus, general psychologist, Bufetat. Guardians are allowed in during the last part of the meeting. The purpose of this meeting is to create a plan for the immediate future with everyone involved.

THE STRUCTURE OF A CONSULTATION:

1. Let everyone around the table introduce themselves, summarize what has happened, previous contact, and implemented measures from every agency. Make concerns known.
2. Discuss freely: “What is best for the child/adolescent”?
3. What can my agency do for the child/adolescent?
4. Draw up a safety plan for different arenas (school, home, spare time)
5. Divide responsibilities and tasks between the agencies
6. The person in charge of the meeting is responsible for calling a follow-up meeting – within 3 weeks usually – to ensure everyone has done their part, and discuss the road ahead. It is important that guardians are involved in the multidisciplinary cooperative work.

**“Disclosure of harmful sexual behaviour requires immediate reaction from adults”
(the Traffic Light, p. 6)**

SAFETY PLANS FOR SCHOOL (SEE ALSO APPENDIX 5)

Safety measures are measures necessary to prevent repeated harmful behaviour, and which create a feeling of safety for the parties involved. The safety plan should cover areas with risk of repeated behaviour and contain comprehensive steps to ensure a safe school environment for everyone. The measures should be customized to the individual pupil; their age, the severity of their actions, and the current conditions of their school.

You need to be specific and concise when writing up measures, before integrate them into a plan conveying when and how the measures are to be implemented, and who is responsible for it happening. (see appendix “Safety plan” p. 34)

The degree of supervision should continually be assessed, as pupils can find it stigmatizing to be closely supervised, and the child in question may feel alienated and exposed. This can also affect the child’s developing social competence, since they can’t interact with their classmates as usual. The fear of repeated sexual violations must not result in safety measures contradicting the Act of Education, for instance denying school entrance to pupils.

Safety measures requiring an increase in manpower are to be sent to the agency in charge to ensure execution and support.

CARING FOR THE VICTIM

A child or young person who has been exposed to harmful sexual behaviour has lost a piece of themselves and needs help to reclaim their safety. Assure the child/adolescent by telling them you are there to care for and help them. Listen to the child and let them lead the conversation. Ask open questions and document questions and answers. Include a professional, e.g. the school nurse or BUP. Keep the child informed of what is happening. See appendix 3.

CARING FOR THE CHILD OR YOUNG PERSON DIS- PLAYING HARMFUL SEXUAL BEHAVIOUR

Children and young people who have displayed harmful sexual behaviour are in danger of being excluded by those around them and feeling self-hatred. They usually have a complicated and vulnerable past, and as equal a need as the victim to be cared for. They need reassuring adults who are interested in trying to understand the root of the behaviour, and who make it clear they want to help the child with their struggles. The correct way to speak depends on the age and function of the child. Keep them informed of what is happening.

Useful resources:

Kleive og Inges (2011)
www.seksuellatferd.no
www.dinutvei.no



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<https://rvtsmidt.no/brosjyrer/>

<https://www.statensbarnehus.no/barnehus/>

www.jegvet.no

www.rvts.no

www.snakkemedbarn.no

www.trondheim.kommune.no/seksualitet

APPENDIX 1.

EXAMPLE OF HOW TO MANAGE HARMFUL SEXUAL BEHAVIOUR IN PRIMARY SCHOOL

Tom (12) was impulsive, disruptive and had a lot of trouble regulating himself. After a while girls from the class began telling of how Tom had slapped them on the butt and touched their breasts. During games and activities where the students were in close contact, he often became intense and persisted with pushing and touching, and did not stop when other pupils asked him to. He had on several occasions put his hands down others' pants and touched their genitals.

School staff viewed the behaviour as a result of having trouble with social skills and regulating emotions. The administration was contacted, and two adults who had a good relationship with Tom were, for a period, excused to follow him throughout the school day. They were also to hold conversations frequently, keep close supervision to prevent violations, as well as help Tom to regulate better and increase his social skills.

Through conversations he had with adults at school, it emerged that Tom himself thought what he did was funny, that the other pupils thought so too, and nobody needed to bother with anything. The adults still felt uncertain and were worried new and more serious violations would occur, so they contacted the regional consultation team. The team shared their concerns and advised the school to make concrete plans for safety and increased mastery.

The adults working closely with Tom spent a lot of time in dialogue with him, trying to give him insight into how the other pupils viewed his behaviour. The school arranged for his entire year to receive sex education on the topics of puberty, boundaries, "private areas" and what is, and is not, okay to do. Tom also had individual conversations on these topics, in addition to emotion recognition and regulation. An important part of these conversations became learning new strategies for managing different emotions. The school, in cooperation with Tom, drew up a safety plan. The plan described how an adult was to intervene and assist if situations occurred where Tom couldn't regulate himself. The situations where the behaviour occurred were reviewed, and found to be transitional situations, recesses or typically unstructured lessons (e.g. physical education).

Step 1 of the plan was for the teacher to say: "Tom, stop". (The use of the name was Tom's own idea, ensuring he knew whom the teacher was speaking to.)

Step 2 was to be implemented if Tom did not stop after the reminder. The teacher would go over to him and put a hand on his shoulder (making sure Tom paid attention) before repeating the message.

Step 3 was to be implemented if step 2 had no effect. Here Tom would be led/accompanied by the teacher to get away from the situation. If this turned difficult, the other students would be led away instead.

Another part of the deal was for Tom to always be close enough he and the teacher could see each other, assuring Tom they were there to help if needed. It was imperative that Tom felt safe around and trusted the adult for this to work.

The school management was actively involved with the process at all times, contributing with – among other things – extra resources for individual follow-ups and training for the entire staff on harmful sexual behaviour in children.

APPENDIX 2.

EXAMPLE OF HOW TO MANAGE PROBLEMATIC SEXUAL BEHAVIOUR IN LOWER SECONDARY SCHOOL

In grade 8 at a secondary school there were a lot of pupils using sexualized and violating language toward each other, and a group of boys especially liked to initiate it. This usually affected the girls in the class, but would sometimes affect a few of the boys, too. The contact teacher expressed that he didn't get to spend enough time with the pupils, and felt conflicts and violating behaviour weren't dealt with properly as a consequence. Multiple other teachers went into the same class, but said the pupils neither listened to them nor followed the rules they made during lessons, resulting in many warnings being issued.

A lot of parents started contacting the school with concerns about the classroom environment, and several of the girls wished to change schools/classes. Finally the contact teacher called the local consultation team to discuss the sexualized language used in the class. He was advised to contact the Child Welfare Service for guidance and an assessment of the classroom environment, in addition to PPT for help with systemic change.

The teacher, the Child Welfare Service and PPT then agreed on the importance of working both individually and systemically. The Child Welfare Service and PPT held a meeting with available resource persons at school (contact teacher, school social worker, school nurse and management) to create an overarching plan for changing the classroom environment. The Child Welfare Service assisted the resource persons with assessing concerns around individual pupils. They also looked into the class dynamics along with PPT. It turned out several of the pupils were struggling for various reasons and not receiving treatment. Some of them had trouble academically and couldn't keep up with academic progression, others dealt with poor conditions at home. This insight resulted in supportive measures being implemented in a few families by the Child Welfare Service, and individual assessments from PPT. The resource persons were in addition tasked with creating concise guidelines and structures for every teacher coming into the class to ensure a general and predictable approach towards every pupil.

The teachers were all to focus on building trustful relations with the pupils and model the kind of communication wanted in a classroom. The contact teacher would get some time freed up in his schedule every week to talk more with the pupils who needed it. The social teacher did the same thing. The school nurse and contact teacher spent time regularly holding lessons on sexuality, relations and boundaries, and consulted with the pupils to emerge at a set of guidelines for everyone to follow. The rest of the school, in turn, focused extra on the guidelines at the orders of the management, and this was communicated at assemblies and to guardians. All the teachers involved with the class regularly met to ensure coordination and update each other on what was going on.

After a while teachers, guardians and even pupils discovered the bad language had disappeared, and the environment in the class had noticeably increased.

APPENDIX 3.

CARING FOR THE PERSON EXPOSED TO SEXUAL VIOLATIONS OR ASSAULT

For someone who has been the victim of an assault it is crucial to be seen and believed. For that reason it is important to create a space where this person can decide for themselves what they wish to convey. Do not force anyone to go into detail. The “headlines” are usually enough. Tell the pupil you are glad they told you of the event(s), and that you want to help them so this never happens again.

Different people should be in charge of supporting the child exposed to violations or assault, and the adolescent who inflicted the violations or assault(s).

Provide comfort and support. Be attentive and ask open questions. “Tell me more about it” is often nice encouragement. Inform the child they can also receive help from the school nurse or a psychologist, to name a few.

Document questions and answers after speaking with the child. This can come in handy when planning how to follow up later. It will also be important to the Police if the event is being reported.

Don’t promise the pupil you will keep what they tell you to yourself. You can only decide if you should proceed with involving more people after having heard the pupil’s account. There is also a chance of your duty to avert coming into play.

If you need to involve other agencies, always let the pupil know what you are doing and why you are doing it. In the case of a police report, confer with the Police to find out what you can tell the pupil, and when. However, do not let this hinder you from being a steady source of support for the child or young person.



APPENDIX 4.

TEMPLATE FOR DOCUMENTATION AND INFORMATION WHEN DISCOVERING HARMFUL SEXUAL BEHAVIOUR

Description of event/incidents:

Who is involved?

How was it discovered?

IMMEDIATE MEASURES

	Responsible:	Date:
1. Inform the school management and the municipality (when and who)		
2. Speak with the children involved separately		
3. Inform the parents/caregivers of the children involved		
4. Safety measures to be implemented right away: – – – –		
5. Review the degree of severity and a potential police report/message of concern to the Child Welfare Service		
6. Evaluation		

APPENDIX 5.

SAFETY PLANS IN SCHOOL

If a student has displayed harmful sexual behaviour (HSB), it may be necessary to make a safety plan in cooperation with the school. This is a tool used for preventing incidents involving harmful sexual behaviour.

When designing the safety plan, the first step is for the principal to call a meeting with the staff most responsible for, and in the most contact with, the pupil. If the pupil is transferring to a new school, employees from both schools should partake. Involving a professional with experience in harmful sexual behaviour is also a good idea. At the meeting you should together reflect on the different sections of the safety plan, share experiences and discuss what measures are needed to secure a safe environment for the other pupils at school. The measures should be adjusted to fit the student based on age, severity of the problematic or harmful sexual behaviour, and the conditions at their school. Try to be concise and specific

when creating the measures. Following this you will need a plan for implementing the measures; how and when, and who is responsible for doing so. An evaluation of the safety plan is also necessary, but the timing depends on the type of harmful sexual behaviour you are dealing with, as well as a stable environment. After 3 months you should seek advice from professionals on whether a new evaluation is needed.

It is imperative to emphasize the positive aspects of the safety plan when presenting it to the pupil in question, for example by saying “Your teacher and I have discussed how we can best care for both you and the other pupils at this school”. To be clear, avoid labeling the pupil a “sexual criminal” or something in that vein. The pupil is allowed to reflect on what has happened and recount their own experiences to a willing listener.

SAFETY PLAN FOR SCHOOLS

Name of the pupil:

Date of birth:

This safety plan is created by:

Date:

HARMFUL SEXUAL BEHAVIOUR AT SCHOOL:

Has there been any incident(s) with harmful sexual behaviour at school? If yes, describe the circumstances.

SCHOOL STAFF AND SCHOOL PROPERTY

School staff

Which employees are in contact with the pupil?

Which employees are aware of the concerns regarding the pupil's harmful sexual behaviour?

Is it necessary to inform other employees about the circumstances surrounding the pupil?

If yes, how will this be done?

What current supervision does the pupil have, and is it enough?

Is it possible to enact necessary supervision under the current circumstances?

Who is responsible for discussing the risk and needs of the pupil with other school staff?

School property

Are there unsupervised areas on school property?

Are there areas at school which may increase risk? (Construction sites in the schoolyard, primary school in the same building, etc.)

It is necessary to implement the following measures:

How and when the measures are to be implemented, and who is responsible for this happening:

THE CLASSROOM

Are any other pupils in class vulnerable to the behaviour, and why?

Is there an adequate level of supervision in the classroom?

How much information should the contact teacher and others responsible for the pupil receive about the pupil's behaviour, risk and needs?

Are there specific situations or times in which the pupil seems more unhappy/distracted/irritated/stressed/restless?

Is it possible to provide the pupil with extra support/supervision in these situations?

Is the placement of the pupil in the classroom advantageous?

Are there situations/times in which the pupil is allowed to leave the classroom during a lesson?

Is the classroom free of disturbing sexual photos or behaviour?

Do other students in the class use sexualized language or display harmful sexual behaviour?

How is the sex education, and does the pupil need further lessons?

Should the contact teacher prepare to speak with the pupil about their sexual behaviour? If so, what kind of support is the teacher in need of?

Are there any specific areas of risk in the classroom (e.g. when the teacher is busy with other pupils), and how can it be dealt with?

Are there any instances of physical contact between adults/pupils or pupils/pupils?

It is necessary to implement the following measures:

How and when the measures are to be implemented, and who is responsible for this happening:

SITUATIONS OUTSIDE OF THE CLASSROOM

Which pupils will be especially vulnerable to the pupil's behaviour, and how can this be managed?

What is the current level of supervision when the pupil:

I) Moves between classrooms II) Is eating lunch III) Is at recess

If increased supervision is necessary, how will it be accomplished?

Are specific rules for toilet visits, showering, wardrobes etc. needed?

Is the environment outside of the classroom free of disturbing sexual photos, behaviour, and so on?

(E.g. access to phones, computers, games etc.)

It is necessary to implement the following measures:

How and when the measures are to be implemented, and who is responsible for this happening:

THE DIGITAL ARENA

Have any instances occurred where the pupil used a computer/phone to send or share sexual photos and videos?

Has the pupil used computers/phones to access porn or other websites displaying sexual content?

Is the staff conscious of phone use in showers, wardrobes or on excursions?

Will it be necessary to deny the pupil access to computers/phones during school?

Does the lesson plan include ethical use of digital tools and social media? Is it necessary to provide the pupil with extra lessons on the subject?

It will be necessary to implement the following measures:

How and when the measures are to be implemented, and who is responsible for this happening:

APPENDIX 6.

SEXUAL OFFENCES

According to the Norwegian Penal Code (2005, Sections 302, 304 and 305) sexual behaviour, sexual activity, sexual relations with and sexual assault of children under the age of 16 are all punishable by law. The terms describe the different degrees of severity of sexual activity. (Ministry of Justice and Public Security, 2008-2009, p. 211). Sexual acts and relations committed against children under the age of 14 is counted as sexual assault (the Penal Code, 2005, Section 299). Sexual assault is the most severe form of sexual activity according to the Penal Code (Ministry of Justice and Public Security, 2008-2009, p. 215-216). Several actions that defined as problematic and harmful sexual behaviour are therefore affected by the Penal Code and are defined as criminal offences. The minimum age of criminal responsibility is 15 years of age in Norway (the Penal Code, 2005, Section 20 a),

which means children under 15 who commit criminal actions are not criminally liable. The Police is still able to investigate cases committed by children older than 12, and can often be the first agency to be informed of harmful sexual behaviour committed by children. Interrogations usually take place in a Children's Advocacy Center (Statens Barnehus), as they can coordinate further assistance for the child.

The age of consent is 16 in Norway, meaning children under 16 cannot normally give their consent to sexual relations. Therefore, the prosecuting and judicial authorities will, when a child under 16 has been reported, consider mutuality and equanimity of age, maturity and cognitive functioning before a potential trial.

APPENDIX 7.

AID AGENCIES AVAILABLE FOR COOPERATION

FIRST LINE SERVICES

The Child Welfare Service

The main mission of the Child Welfare Service is to make sure children and young people living in conditions which may be detrimental to their health and development, receive the necessary help and care at the right time. In addition, the Child Welfare Service is to assist in providing children and young people with a proper, safe upbringing. The tasks and responsibilities of the agency is regulated by the Child Welfare Act (Barnevernsloven). The Child Welfare Service is there primarily to provide assistance and support in order for parents to be able to properly care for their children. Examples of this include advising and counselling the family, relief measures, support contact and kindergarten place.

The Child Welfare Service is required to intervene when:

- The child is especially in need of aid, either because of home conditions or other reasons.
- The daily care for the child is severely lacking, or the personal contact and safety the child needs according to their age and development is severely lacking
- The parents do not provide a child that is sick, handicapped or needing extra assistance their proper treatment or education.
- The child is abused or exposed to other severe types of neglect at home
- There is a high possibility the parents' lack of ability to properly take responsibility for the child resulting in the health or development of the child being severely damaged.
- The child displays severe behavioural problems resulting in, for example, continuous or repeated offences, continuous use of drugs, or something else.

The Child Welfare Service is required to immediately do a closer inspection if they are informed of such conditions.

Educational psychological services (PPT)

The mandate of the PPT is regulated in the Education Act Sections 5-6 (Opplæringsloven) and the Kindergarten Act Section 19 c (Barnhageloven). The agency is there to help pupils in need of special arrangements, and its tasks are both system-based and individually focused. The objective is to provide an including, equal and adjusted pedagogical arrangement. The PPT also assists kindergartens and schools with adapting to children and pupils with special needs.

School nurses

School nurses are knowledgeable about measures tailored toward individuals, groups and society. They play a central part in supporting and counselling children and young people with special needs who need following-up, and can counsel pupils wondering about health, development, upbringing, cohabitation, sexuality and birth control. Potential other tasks are networking/ environmental work for children, adolescents and families, and cooperating with schools to improve working and learning environments.

Family protection service

Anyone experiencing trouble, conflict or crisis in their family can be offered treatment and counselling by the family protection service. There are multiple professionals employed by the agency, among them psychologists and social workers with further education in family therapy. The family protection service does not require referral from either a doctor or anyone similar, but will themselves reach out to the local office. The service is free, and employees have a duty of confidentiality.

SPECIALIST HEALTH SERVICES

BUP (Division of Mental Health Care, Department of Children and Youth)

BUP is a service for children and adolescents. The work is organized as an outpatient service within mental health care for children and young people. The main mission of BUP is to help children in the ages 0-17 and their families in the form of assessment, treatment, counselling and adjustment regarding mental issues, behavioural issues and learning difficulties. BUP assesses and treats the child in cooperation with primary caregivers and first line services.

Habiliteringstjenesten

The target group for habiliteringstjenesten is children and adolescents in the ages 0-18 years old with pre-existing or acquired functional handicaps, and children suspected of having developmental issues. Habiliteringstjenesten offers assessment and diagnosing, treatment, advice and counselling to patients, guardians and municipal employees.

Statens barnehus (Children's Advocacy Center)

Statens barnehus is an offer to children and adolescents who may have been exposed to, or witnessed violence or sexual assault, where a police report has been filed. The offer also extends to adults with a mental handicap. In addition, they provide advice and counselling to private persons and public agencies in ongoing, anonymous cases.

The Police

The Police serves multiple different functions, among those investigating criminal offences and working with prevention for children and young people. The Police works to obstruct youth criminality and prevent it from happening. For that reason, the Police is in contact with youth circles, schools, graduating students and are present where the adolescents are – to know what adolescents are up to, and to see if anyone is in danger of doing something dangerous or illegal and will therefore need more attention. If the Police is concerned a child is having trouble, have done or might do something illegal, they

can call in children under the age of 18 and their parents to a conversation of concern.

Bufetat

The child, adolescent and family agency (Bufetat) is organized into five regional offices and are responsible for the state-run Child Welfare Service. The role of Bufetat is to provide children, young people and families in need with high quality measures all over the country. Bufetat offers the municipal Child Welfare Services differentiated and specialized child welfare institutions, foster homes and specialized aid measures for homes.

Konfliktrådet (the National Mediation Service)

Konfliktrådet is a state-run service offering mediation as a method of handling conflict. Konfliktrådet performs the criminal reactions mediation with conflict counselling, follow up with conflict counselling, following up an adolescent and adolescent punishment. Konfliktrådet processes civilian cases brought in by the participants or public agencies. A meeting with the service can be a mediation, a large meeting, a large meeting with an adolescent, a customized meeting, a follow-up meeting or any other meeting arranged by Konfliktrådet. The aim is for participants to – through dialogue – find good solutions, whether it is about making up for a specific offence, or restore relations between people. There are 12 Konfliktråd across the country.



PROFESSIONAL AGENCIES

RVTS

The regional resource centers for violence, traumatic stress and suicide prevention (RVTS) are a resource for anyone who in their work encounters people who have dealt with violence and sexual assault, traumatic stress, migration or suicidal problems. RVTS contributes to increasing competence through research and professional development, and offer counselling, consultation, education, courses and conferences.

The mission of RVTS is to contribute to relevant competence development for those working within prevention of these issues. This is done alongside professionals and leaders, both within and across organizations.

Resource unit V27 Betanien Bergen

Resource unit V27 at Betanien Bergen is a clinical resource unit for the children and adolescent psychiatry in Helse Vest. The target group for V27 is children and adolescents displaying problematic or harmful sexual behaviour toward other children.

Regional consultation teams

Around the country are different consultation teams where cases about problematic and harmful sexual behaviour can be discussed anonymously.

See www.seksuellatferd.no

