

8.14.a Problematic Sexual Behaviour for Students Over 12 Response Plan

Knowledge of this response plan should be determined on a “need-to-know” basis ensuring protection of privacy for the student(s). This plan should be completed for level 2 or level 3 behaviours as outlined on the “[Levels of Sexual Behaviour](#)” guide.

Name:		School Name:	
Date of Birth:		Indigenous:	Yes No
Grade:		Category:	
Age:		Date of Incident:	
Gender:		Incident Location:	
Parent/Guardian:		Parent/Guardian:	
Address:		Address:	
Phone #:		Phone #:	

HISTORICAL DATA (from file review and/or community partners):

Previous Incidents	Yes	No
If yes, provide details including who/where the information was gathered		



KEY UNDERSTANDINGS ABOUT THIS STUDENT (Consider the following: cognitive and academic ability, developmental level, behaviour and triggers, medical diagnoses, strengths/challenges, peer/adult/community connections, prior trauma, etc.)

SUMMARY OF PROBLEMATIC SEXUALIZED BEHAVIOUR:



Part 1: Skill Development Plan

Skills must be explicitly taught to address a lack of ability to discern appropriate behaviour, to engage in appropriate social interactions, to appropriately express anger/frustration, and to recognize the impact of behaviour on others. Given that children who demonstrate problematic sexualized behaviour may lack social skills, be impulsive, and/or may have been exposed to sexual material, consider the following interventions as an essential part of your response plan.

Considerations for Skill Instructions

See [*Responding to Children's Problem Sexual Behaviour in Elementary Schools: A Resource for Teachers*](#) for additional suggestions/resources.

	INTERVENTIONS:	PERSONNEL RESPONSIBLE:
	Class wide instruction/discussion re: safe boundaries, healthy relationships, consent	
	Give accurate facts and information about sexuality, emphasizing privacy	
	Teach social skills (i.e., groups and individually) on personal boundaries, safety, healthy relationships, personal safety, types of touch, privacy, etc.	
	Social stories	
	Scheduled Sensory breaks	
	Self-regulation skills (e.g., Zones of Regulation, MindUp, Executive Function)	
	Emotional Literacy (i.e., 5 Point Scale)	
	Reward system for expected behaviour, monitor behaviour and review strategies	
	Social behaviour mapping	
	Identify lagging skills and unsolved problems	
	Plan for positive, monitored peer interactions. Encourage healthy relationships and friendships	
	Assign a trusted adult for student to access at times of difficulty (i.e., Check-In Check-Out)	
	OTHER:	



Specifics of the Skill Development Plan

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Part 2: School and Community Action Plan

Considerations for Safety, Adaptations, and Interventions

	Notify parent/guardian(s) of all students involved (mandatory)		Develop an FBA with a plan
	Liaise with SBT. Consult with DBT if needed		Referral to school counsellor or external counsellor
	Notify school staff directly involved with plan implementation		Social-emotional assessment (e.g., BASC, Connors)
	Alternate pick-up/drop off times or locations, recess, lunch times or locations		Informed consent to share this plan with involved professionals as parent/guardian deems necessary and appropriate
	Restrict access to previous victims or vulnerable others and explain why		Monitor online activity and access to sexual content at home and at school
	Supervision plan for unstructured time (e.g., recess, lunch, bathroom use, etc.)		If student meets criteria for ministry of education designation, develop an IEP
	Assign seating and have student line up in proximity to teacher/EA		Counselling: Child and Youth Mental Health, Community Services, Ktunaxa Kinbasket
	Adjust schedule		Referral to MCFD, Child and Family Services, Ktunaxa Kinbasket
	Alternate classroom environment		Referral to DBT
	Relationship building – increase connectedness at school		Referral to physician
	Consult with Police		Referral to pediatrician
	If appropriate connect student with Police		Parent information

Specifics of the School and Community Plan:



Date of Plan: _____

INDIVIDUALS INVOLVED IN DEVELOPING RESPONSE PLAN

Principal or Vice Principal
Name:
Classroom Teacher
Name:
School Counsellor
Name:
Parent/Guardian
Name:
Parent/Guardian
Name:
Other/Agency
Name:
Other/Agency
Name:
Other/Agency
Name:

List other staff/positions who may need to participate in the implementation of this response plan:

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Response Plan review date/time/location: _____

Response Plan removal date: _____

Removal of a response plan may be considered once the student demonstrates expected behaviour with the absence of all levels 2 and 3 behaviours for at least one year.

There should be no duplicate copies of this document kept at the school. This document should be stored in a secure location designated by the principal. One copy must be sent to the Assistant Superintendent, Inclusive Education.