**Sexual behaviour record – confidential**

**Type your information about the incident into the template and delete the explanatory text.**

* The educator or care provider who witnessed the incident, or who the incident was first reported to should complete this record.
* This can be done with support from their site leader or other appropriate person.
* Use this template **each time** there is an incident of concerning or harmful sexual behaviour.
* Store it confidentially in the child or student file.
* No identifying information about other children, young people and parents involved is permitted, to protect confidentiality. You may use initials and/or unique identifying numbers.

For more information about documentation and record keeping, see the ‘sexual behaviour in children and young people procedure and guideline’.

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| **Name:** | |  | | |
| **Date of Birth:** | |  | | |
| **Relevant background information** Eg disability and additional needs, history of trauma, involvement of DCP, youth justice or other agencies/services, social, cultural or religious diversity. | | | | |
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| **Behaviour of concern other than sexual behaviour** Eg bullying, aggression, violence, withdrawn. | | | | |
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| **Previous incidents of sexual behaviour** | | | | |
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| **Details of current sexual behaviour incident**  What took place before the behaviour? Write a detailed description of what you saw and heard. What was the behaviour you observed? What were you told? Use quotation marks to record the exact words the child/young person used. Avoid terms such as ‘sexual behaviour’, ‘inappropriate touching’, or ‘sexual language’ as they are vague. If touching was involved, be specific about where on the body and if it was over or under clothing. Record who was directly involved in the behaviour, who was witness to it (use initials only for confidentiality purposes) and the location that the behaviour took place. | | | | |
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| **Contextual factors** Is the behaviour likely to be related to disability or additional needs? Was it spontaneous, mutual and in the context of play, or was there planning, secrecy, coercion, threats, force, aggression or violence? | | | | |
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| **Relationship between those involved** Was the behaviour between children and young people who usually play or spend time together? Was there an imbalance of power, control or vulnerability (eg age, ability, size, strength, status, sexual knowledge or experience)? | | | | |
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| **Responses of children/young people involved in the incident** What were the responses of each child/young person involved? Eg comfortable, anxious, irritated, embarrassed, ashamed, angry, aggressive, defensive, fearful or did they show no emotion? Did they understand the impact of their behaviour on others and why people were concerned, and did they take responsibility for their behaviour? | | | | |
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| **Immediate response to incident** How was the behaviour responded to at the time? Has a report been made to CARL? If yes, government-run sites must use the [Mandatory Notification Record](https://www.education.sa.gov.au/working-us/rrhan-ec/rrhan-ec-resources-checklists-and-templates#templates). A [Mandatory Notification Record](https://www.education.sa.gov.au/working-us/rrhan-ec/rrhan-ec-resources-checklists-and-templates#templates) is available for Catholic and independent sites. Has a report been made to police? What advice was provided by CARL and/or police? | | | | |
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| **Behaviour and wellbeing support** How will your site respond to other possible future sexual behaviour? Consequences should be natural and logical and focused on the safety and wellbeing of all involved. Describe the work to be undertaken with the child/young person and the broader education and care service (eg explicit teaching of behaviour expectations and procedures, social emotional learning, child safety and respectful relationships curriculum, relationships and sexual health education). Are the interventions with the individual child/young person, through targeted small group work, whole of class, or whole of site? What supports will be offered, if necessary, to the children/young people involved (include internal supports eg wellbeing provision and referrals to student support services and external service providers)? | | | | |
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| **Parent response to the incident** Have parents been advised of the incident? If not advised, record the reason (eg risk of harm to child/young person). What were the responses of the parents for each child/young person involved? Eg minimising, discounting, rejecting, harsh, punitive, concerned, supportive. You may need to record a parent’s initial response and subsequent response. Eg a parent’s response may change over time once they have had time to process the information. Have they had similar concerns at home? Do they have any ideas as to why their child has behaved in this way? | | | | |
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| **Names, signatures and roles of everyone who contributed to record** |  | | **Date record completed** |  |