

Sibling Sexual Behaviour Home Safety Plan

This safety plan aims to support children and young people, families and professionals where there have been concerns about inappropriate, problematic or abusive sibling sexual behaviour. It will help identify steps that can be taken to increase safety.

‘Sibling sexual behaviour’ means any sexual behaviour between siblings. The term ‘siblings’ is used to refer to children who are jointly cared for. This could be biological siblings (e.g. brothers, sisters), step- or half-siblings, as well as cousins. Inappropriate or problematic sibling sexual behaviour is defined as “behaviour between siblings that falls outside developmental norms and which may cause developmental harm to the children involved.” Sibling sexual abuse refers to “behaviour that causes sexual, physical and emotional harm, including sexually abusive behaviour which involves violence” (Allardyce, Yates, 2021)¹.

How to use this plan

This plan will help you respond to concerns and manage potential risk. This plan does not take the place of a risk assessment. If you need support, please contact our confidential Stop It Now! helpline on 0808 1000 900 or visit stopitnow.org.uk to get in touch online.

This safety plan should support the children or young people’s development, promote healthy relationships and support the whole family to establish safety. It should be proportionate and not seek to punish young people.

Identifying and promoting strengths is as important as identifying concerns. Harnessing strengths and promoting young people’s healthy development can help to reduce risky behaviours.

This safety plan should be completed in collaboration with the family and the professionals who support them. Children/young people and their parent(s) or carer(s) should be actively involved in creating the plan and their wishes and feeling should be incorporated. A family version of the safety plan can also be completed to highlight the important points and actions from the plan in an accessible format.

Please note, if the children/young people live between two households or are cared for in multiple environments then separate plans should be completed for each environment. These plans should be done in collaboration, so that they reflect each other and provide consistency for the children/young people.

This safety plan draws on the safety plans within the Management, Assessment and Risk Reduction (MARR) practice manual (Brady & McCarlie, 2014)².

¹Allardyce, S., Yates, P. (2021). Sibling sexual abuse: A knowledge and practice overview. Centre of Expertise on Child Sexual Abuse. Available online: <https://www.csacentre.org.uk/>

²Brady, A & McCarlie, C (2014). Management, Assessment and Risk Reduction (MARR) A practice manual for working with children and young people with harmful sexual behaviours and their systems.



Personal information

Who is involved in this plan?

List all members of the family who will be involved in this plan and the professionals supporting them. Include members of extended family if appropriate.

Living arrangements

School/education setting

Present at meeting

Who needs to know about this plan?

This plan should only be shared only with those people who need to see it.

Date of completion

Date of review

The plan should be reviewed regularly and following any new information or concerns being shared.

What are we worried about?

In this section you will identify the behaviours of concern.

What are the sexual behaviours we are worried about?

Describe the behaviour, being specific and avoiding general statements such as 'sexualised/inappropriate behaviour'. Where did the behaviour take place? Who was involved? What was the frequency? Is there any police involvement? Was there any use of force/coercion/planning/secretcy?

Sibling sexual behaviour

Other sexual behaviours of concern

Is there anything else we are worried about?

This could include other concerning behaviour, such as bullying, violence, anti-social or disruptive behaviour in any settings. It could also include wider concerns impacting the children/young people and/or family.

Other relevant factors

Family background, children's services involvement, any additional needs or other factors.

What are the family's views of the behaviour?

Outline each of the family members' views regarding the behaviour. What are they concerned about? What do they think is needed to establish safety?

What is going well?

In this section you will identify the strengths that the family have that will support them to respond to the concerns and move forward and how to develop these strengths.

Describe the children/young people's strengths

List each child in the family and describe their strengths; what are they good at? What skills or positive attributes do they have? What do they enjoy? What positive relationships do they have? Do they recognise the concerns?

Describe the family's strengths

Consider how the family support each other and work together. Highlight the positive relationships within the family and how they have shown resilience. What skills do they have as a family unit? What skills do individuals in the family have? Consider their wider support network.

How can these strengths be built upon?

Are there any opportunities to develop the strengths you have identified? Are there any groups or activities that the children/young people or family can engage in? Do they need support to develop any of their skills? What support can different members of the network offer to ensure the success of the plan?



Safety at home

In this section you will identify what steps are needed to ensure safety in the home.

Who lives in the home?

Include names, ages and relationship to the child.

What is the layout of the home?

Describe the home environment. Include where everyone in the family sleeps, how bedrooms are accessed, private spaces including bathrooms and any hidden or difficult to access spaces in the home.

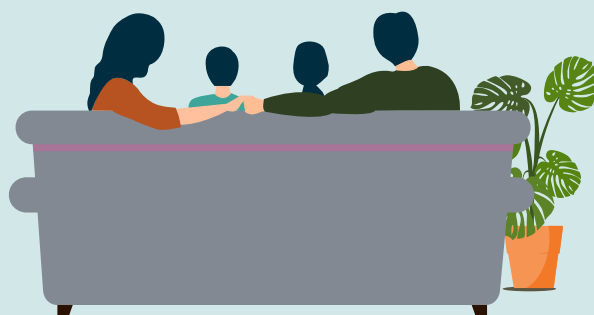
Are there any regular visitors to the home?

Do other children/young people visit the home?

Does anyone else care for the children/young people?

Do they ever spend time in other home environments?

If yes, consider completing additional safety plans for different environments



Safety steps

Consider each of the following areas and what safety steps will be taken. Some questions are included to prompt your planning. These are not intended as an exhaustive list. When considering what steps need to be taken to ensure safety, take a proactive and positive approach. Remember, this plan is for the whole family.

1. Physical environment

Prompting questions: is the physical home environment conducive to safety? If not, what changes may need to be made? Does each member of the family have a private space? Is there a lock on the bathroom door? Do the family members use the bathroom one at a time or do they share? What are the sleeping arrangements? Where do the children play? What are the arrangements when friends come over?

2. Supervision and routines

Prompting questions: what level of supervision is needed for the children/young people and who is responsible for this? Are there particular times of day/locations where supervision needs to be increased? Are there any barriers to supervision i.e. parental work schedule? What are the current routines at home? Consider the times each family member gets up and goes to bed, are there times when the children are unsupervised?

3. Rules and boundaries

Prompting questions: what are the house rules? Include any rules that exist around time spent alone/with peers or siblings in private spaces. Are there any rules around physical touch between family members? Do the children engage in physical or boisterous play? Are there rules around how different members of the family speak to each other? Is there an agreed dress code at home? What about when visitors come to the home? Are there any rules around nudity within the family home?

4. Internet access

Prompting questions: provide a list of all internet enabled devices the child has access to. What sites and apps do they use? Are there parental controls on their devices? Does their internet access need to be supervised? Are there any rules around the child's internet use (duration, appropriate sites etc.)? Has the child accessed any inappropriate material online?

5. Sexual safety

Prompting questions: where do the children learn about sex and sexual safety? How is sex and sexual behaviour spoken about in the family? Do the children have age-appropriate understandings of safe and unsafe behaviour and touch? Have any of the children experienced any other forms of sexual harm? Have the children ever witnessed any sexual behaviours or have they been exposed to adult sexual material? If so, what steps need to be put in place to prevent this from happening?

6. Relationships between the children

Prompting questions: what is the quality of the relationships between the children? Are there any issues of jealousy / anger / disagreement / over-sexualisation? What support might they need?

7. Emotional support and communication

Prompting questions: who provides the children with emotional support? Are they able to express themselves and how they are feeling? Do they need support to do this? Who can the children go to if they are worried about something?

Safety outside the home

Where else does the child come into contact with other children/young people? What safety measures need to be taken?

Consider times when the children have contact outside the family home, for example, when walking to school together, family outings or activities. Consider any arrangements that need to be made for contact between family members or peers. Consider whether additional safety plans need to be made for other environments (i.e. school, community).

Additional support

Referrals for external support

Who else is supporting the family? Do any referrals need to be made for external/specialist services? Who will make the referral and when?

Measuring success

How will we know if this plan is going well?

How will you know if the risk has reduced? How will you celebrate success?

How will we know if the plan is not working?

Consider what risks or behaviours you might see if the plan is not working. What would warning signs look like?

How will we respond?

If we are worried about something how will concerns be shared? How will the network respond?

Review

When will this plan be reviewed?

Identify the time, date and place of the review and who needs to be in attendance. It is recommended that safety plans are reviewed regularly, when any changes occur in the child's life and before any key decisions are made.

Sibling Sexual Behaviour Home Safety Plan: review

Date of original safety plan

Date of review

Review number

People involved in the review

What steps were put in place to improve safety?

Physical environment

How helpful has this been? Has this step helped to reduce concerns/improve strengths?

Does the step need to change?

Supervision and routines

How helpful has this been? Has this step helped to reduce concerns/improve strengths?

Does the step need to change?

Rules and boundaries

How helpful has this been? Has this step helped to reduce concerns/improve strengths?

Does the step need to change?

Internet access

How helpful has this been? Has this step helped to reduce concerns/improve strengths?

Does the step need to change?

Sexual safety

How helpful has this been? Has this step helped to reduce concerns/improve strengths?

Does the step need to change?

Relationships between children

How helpful has this been? Has this step helped to reduce concerns/improve strengths?

Does the step need to change?

Emotional support and communication

How helpful has this been? Has this step helped to reduce concerns/improve strengths?

Does the step need to change?



What has gone well?

Are there any new worries?

Date, time and location of next review

