# **Level A Checklist: Identify and Respond 15 to 17 years**

**Purpose:** This checklist is designed to help you consider and respond to sexual behaviours displayed by a young person aged between 15 – 17 years. It will help you identify those behaviours that cause concern and may be considered harmful.

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| 1. **Young Person’s Information** |  |
| Young Person’s name: | Click or tap here. |
| Young Person’s DOB: | Click or tap here to select DOB (if known). |
| Young Person’s age: | Click or tap here. |
| Carer/s name: | Click or tap here. |
| Young Person’s placement location: | Click or tap here. |

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| 1. **Checklist Information** |  |
| Date behaviour observed: | Click or tap here. |
| Date checklist completed: | Click or tap here to select date. |
| Person completing the checklist: | Click or tap here. |

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| 1. **Description of the Behaviour** |  |
| Provide a description below of the behaviour(s) you are concerned about for this young person. Please provide as much description as possible including what you have seen and heard, personally and as reported by others. Be as objective as you can in your description. | |
| Click or tap here. | |

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| 1. **Identify the Behaviour** | | | | | | |
| Use the below checklist to review the sexual behaviour described above that has concerned you. Be as objective as you can be. If you are unsure or don’t have enough information, select ‘Don’t Know’ (DK) | | | | | | |
|  | **Developmentally Appropriate** | **Developmentally Inappropriate** | **Concerning** | **Very Concerning** | **Serious/ Extreme** | **DK** |
| Put a mark in the box that best describes the **type of behaviour.**  Use the **Don’t Know** (DK) box if you are unsure or don’t have enough information | * Masturbation in private for sexual gratification. * Accessing a variety of pornographic content, with and/ or without masturbation for sexual arousal. * Intimate relationships and sexual behaviours with peers of either sex, including oral, anal, and vaginal sex. * Sending and receiving sexually explicit texts and sexually suggestive photos (clothed). | * Lack of understanding of privacy and frequent exposure in public places. * Engaging in sexual behaviour with others that includes more than one other person at a time (e.g., group sex). * Multiple sexual partners, frequently changing sexual partners, or engaging sexual partners that are substantially different ages. * Communication with peers that is explicit, unwanted, or harassing, regardless of communication type used (e.g., using photos, text, or verbal communication). * Seeking out pornographic material that is explicit and includes themes of power imbalance and group sex. * Taking and sharing photos of themselves in various poses unclothed and/or exposing genitals. * Persuading peers to engage in sexting, share photos of themselves in various poses (unclothed or which may be considered sexually suggestive). | * Repeated exposure of genitals, bottoms, and breasts in a public place with peers (e.g., flashing). * Compulsive masturbation that interferes with daily activities, is self-injurious, or occurs in public. * Accessing pornographic material that is explicit, sexually aggressive and/or illegal, such as showing violence or animals. * Taking and sharing photos of themselves in various poses (which may be considered sexually suggestive), unclothed, exposing genitals. * Coercing or bribing peers to engage in sexting or sharing photos of themselves in various sexual poses. | * Regularly masturbating to sexually explicit and deviant pornographic material (e.g., containing animals, violence, degrading behaviours). * Having unprotected vaginal or anal sex or engaging in sexual behaviour while intoxicated. * Lying about their age for the purpose of engaging significantly older individuals in sexual activity. * Engaging children or others who are developmentally younger or vulnerable in sexual activity. * Taking and/or sharing sexually explicit photos of others without their consent. | * Compulsive masturbation that interferes with daily activities, cannot be contained to private places, and causes physical and emotional harm. * Preoccupation with masturbating to sexually explicit and deviant pornographic material, particularly where this material portrays or includes younger children (e.g., child abuse material). * Forcing or coercing others into sexual activity regardless of their age or developmental vulnerabilities. This may include the use of bribery, manipulation, blackmail, and so on. * Taking and sharing sexually explicit photos of others without permission and/or using coercion to gain such photos from others. * Exchanging in sexual behaviour or acts for tangible or non-tangible things (e.g., drugs, food, alcohol, money, social inclusion, and so on). |  |
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| Put a mark in the box the best describes where **another child is involved.** | They have a similar understanding of the behaviour, they have equal power, and both freely engaged in the behaviour. | They have a similar understanding of the behaviour, but they have slightly less power than the young person and you are concerned they may have engaged in the behaviour due to some minor coercion or perceived pressure. | They have less power than the young person and may lack understanding of the sexual nature of the behaviour and may have been coerced.  The young person may appear to display a lack of respect for the other child’s welfare or their enjoyment. | Other child/ren involved have less power and have been coerced of forced into engaging in the sexual behaviour.  The young person may also show a lack of respect for the rights of the other child/ren involved. | Other child/ren involved have less power and have been coerced or forced into engaging in the sexual behaviour, usually with threats, tricks, or physical punishment. The young person shows a lack of respect for the rights of the other child/ren. |  |
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| Put a mark in the box that best describes the **pattern of behaviour.** | This is a one-off behaviour you haven’t seen before and/ or not outside what you would expect for the young person’s age. | The sexual behaviour is developmentally appropriate but has occurred in an inappropriate context, is one off, or seems play based.  The young person responded to your redirection, education, or explanation about the appropriateness of the behaviour or moving the behaviour to an appropriate context (e.g., a private space such as their bedroom), as required. | The sexual behaviour has happened more than once. | The sexual behaviour has happened more than once and seems to have increased in frequency or severity. **Or**  You have tried to redirect and educate the young person on appropriate behaviour, but you have continued to observe the behaviour. **Or**  They have displayed the behaviour towards multiple children and/ or in different settings/ locations. | The behaviour occurs regularly and has progressed over an extended period despite your and other’s intervention.  The behaviour involves multiple children and/ or in different settings/ locations. |  |
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| How **concerned** are you? | I am not concerned about the wellbeing of the young person. | I am slightly concerned about the wellbeing of the young person. | I am concerned about the wellbeing of the young person. | I am very concerned about the wellbeing of the young person. | I am extremely concerned about the wellbeing of the young person. |  |
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| How **concerned** are you about other children? | I am not concerned about the other child or children involved in the behaviour displayed by the young person. | I am slightly concerned about the other child/ children involved in the behaviours displayed by the young person; or other children around the young person. | I am concerned about the other child/ren involved or being around the young person. | I am very concerned about the other child/ren involved or being around the young person. | I am extremely concerned about the other child/ren involved or being around the young person. |  |
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| 1. **Actions and Follow-up** |
| **Step 1:** Forward this checklist to the young person’s case manager/ team leader for review, discussion and appropriate placement on the young person’s file if required.  **Step 2:** If all the rows have been marked as Developmentally Appropriate then continue to support the young person to develop healthy, safe and age-appropriate sexual behaviours and relationships with peers; consider also reviewing the below training and carer resources which may be helpful.    Link to general carer training/ web page of resources to be inserted in final version  Link to the mandatory HSB training to be insert in final version.    **Step 3:** If some rows have been marked as Developmentally Inappropriate, Concerning, Very Concerning or Serious/ Extreme or you have noted that you are Slightly Concerned, Concerned, Very Concerned or Extremely Concerned about the wellbeing of the child, young person or others around them, then consider the following:   * Follow Patricia Ryan’s four steps   Link to resource   * Restate the house rules around private spaces, boundaries, respectful behaviours   Link to resources   * Provide in the moment and timely education to the young person   Link to resources   * Follow your organisation’s policies on incident reporting * Discuss with your line manager any Mandatory Reporting requirements * Work with your line manager or the young person’s care team to ensure there is a safety and wellbeing plan in place.     **Step 4:** Case manager or team leader of the young person to complete Level B Review as needed. |