

Workshop Flag System®

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SENSOA

What is your experience?

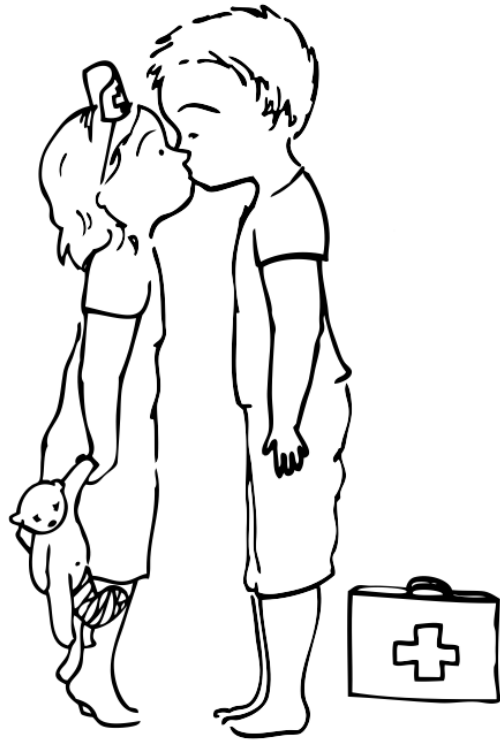
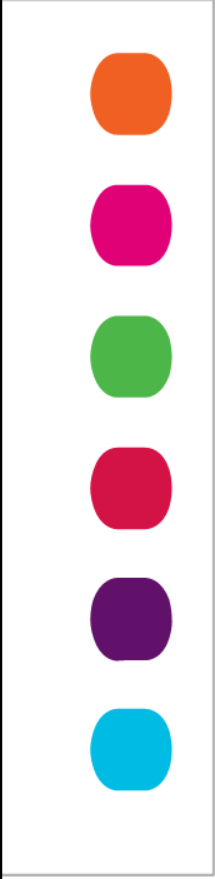


- + Already worked with the Flag System?
- + Experience with education and sexual abuse?
- + Situations of abusive behavior?
- + Policy development on prevention of sexual abuse?
- + Example of situations you know?
- + Questions you want to address?

Working with examples



- + Let's start with some examples of situations
- + Time to recollect own examples



1.3



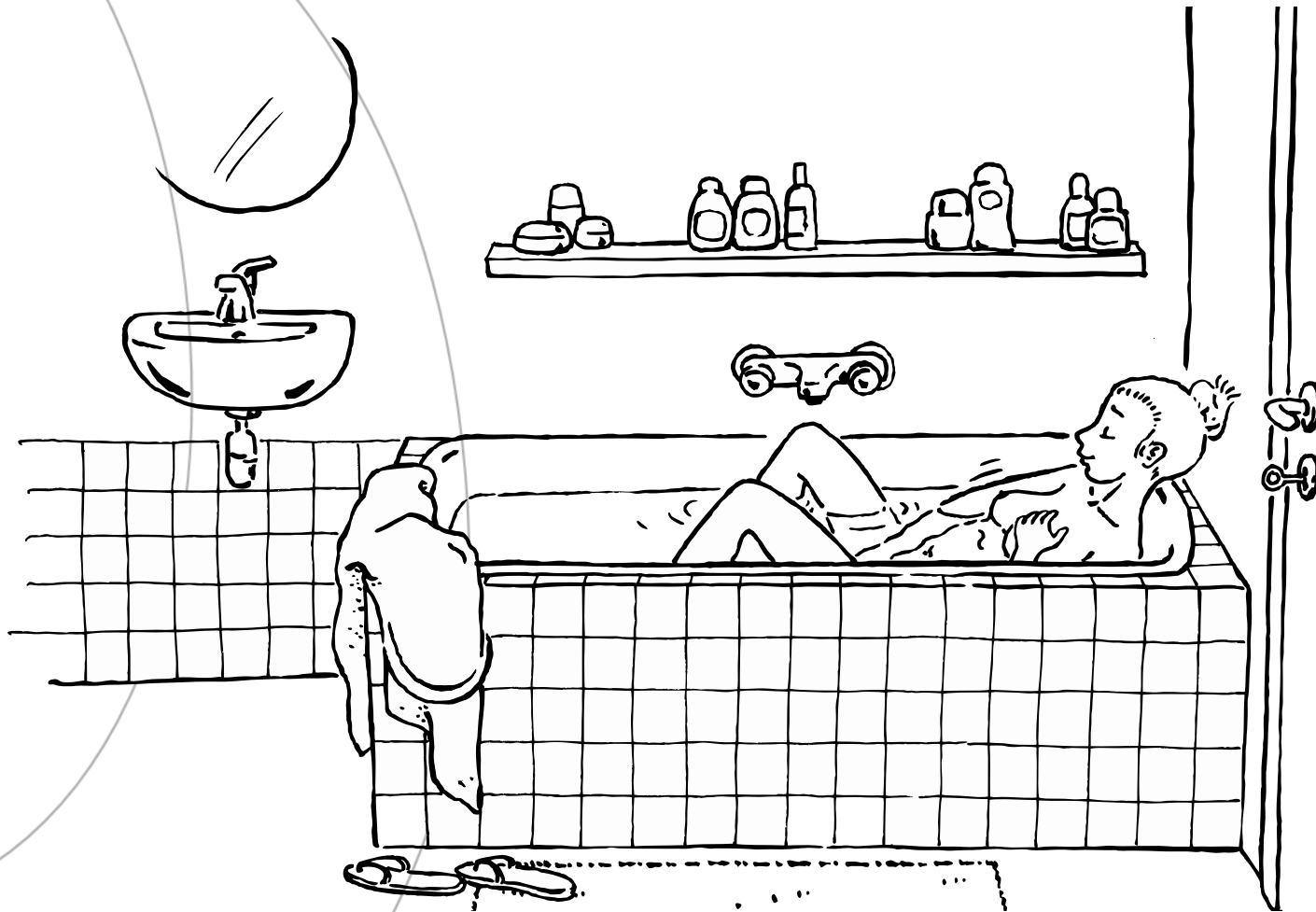
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1.7



4.2



4.11



Add own examples



- + Talk about two or more situations from your own experience
- + Collect situations on flap

Step 1: assess the situation



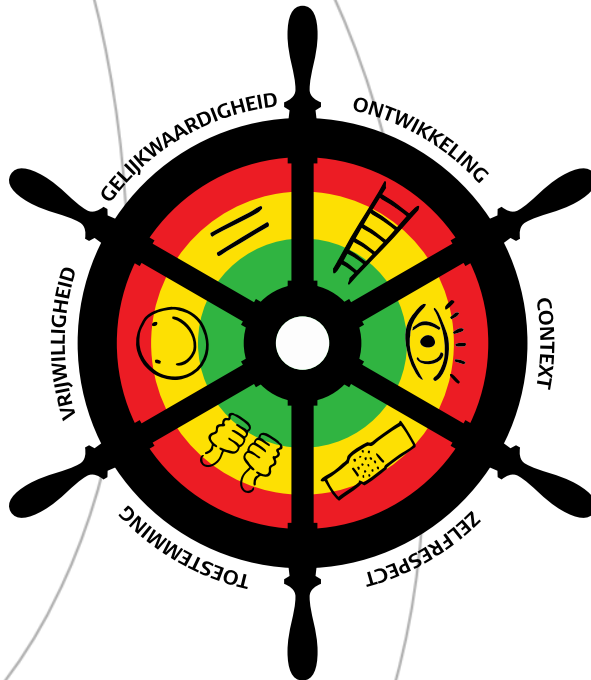
+ Exercise small group: Arrange from

+ OK ----- NOT OK

+ discuss why

+ What are the arguments, what makes a situation not ok?

Steering wheel & 6 criteria



1. Consent
2. Voluntary engagement
3. Equality
4. Appropriate for age and/or development
5. Appropriate for context
6. Self-respect

Continuum of flags



- + **Green** flag: acceptable and positive sexual behavior
- + **Yellow** flag: occasional light Sexual Abusive Behavior
- + **Red** flag: troubling SAB
- + **Black** flag: severe SAB

No green flag, what else?



criteria	yellow	red	black
Consent	No clear NO	Clear NO	Repeated clear NO
Voluntary engagement	Light coercion	Coersion, violence & blackmail	Severe coercion, violence & blackmail
Equality	Light inequality	Bigger inequality	No equality
Development	Development +/- OK	Development - OK	Development - OK
Context	Context +/- OK Lack of privacy	Context – OK No privacy	Context – OK No privacy
Self respect	Little risk	Severe risks	Severe risks

Extra indicators



	yellow	Red	black
- Level of intimate touch	verbal	touching	Intimate touching
Level of anxiety or distress shown	Little anxiety or distress	Some serious anxiety or distress	Serious anxiety or distress
Repeated behavior	On only one occasion	On repeated occasions	On repeated occasions
Awareness			Awareness of harm

How to assess? The boys...



- + Consent
- + Voluntary engagement
- + Equality
- + Development
- + Context
- + Self-respect
- Extra indicators
- + Repetition
- + No touch
- Red Flag

How to assess? The professional...



- + Consent
- + Voluntary engagement
- + Equality
- + Development
- + Context
- + Self-respect
- Extra indicators
- + Awareness
- Black Flag

The boy...



- + Consent
- + Voluntary engagement
- + Equality
- + Development
- + Context!
- + Self-respect

Yellow Flag!

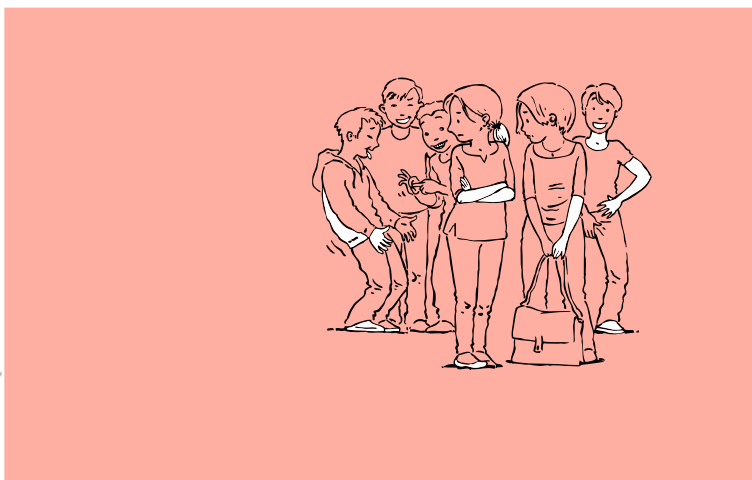
How to assess? The girl...



- + Consent
- + Voluntary engagement
- + Equality
- + Development
- + Context
- + Self respect

Green Flag

Green, yellow, red, black



Other cases



- + Try to give a flag to the other situations and check with the flag on the back of the card
- + Take your own examples and give a flag
- + Results
- + Questions?

Step 2: Change in judgement vulnerable groups?



+ Vulnerable groups

× People with a disability

× Victims of child abuse or sexual abuse

Example: red flag



Same judgement if..



+ Boys are autistic or disabled?

+ Boys have been victimised?

+ Boys have foreign origine?

+ Boys are girls?

+ Understanding?

+ Role reversal as offenders?

+ Other norms and values?

+ Potential victim?

Example:



Boys are emotional level of 3 to 6 years:

- + No shame
- + Little empathy
- + Slower learners
- + More frustration



How to assess? The boys...



- + Consent
- + Voluntary engagement
- + Equality
- + Development
- + Context
- + Self-respect
- Extra indicators
- + Repetition
- + No touch
- Red Flag !

Adapted judgement?



- + Vulnerable children
 - × Green → Green ! Or yellow!
 - × Repeated yellow → yellow!
 - × Repeated red → red!
- + ! Means
 - × More time to learn
 - × More attention to underlying problems
 - × More care

Step 3: Respons



- + Pedagogical respons to young persons involved
 - × Educational respons
 - × Care
- + Reflection on policy issues broader context
 - × Professional attitudes
 - × Agreements and rules
 - × Accommodation
 - × communication

Pedagogical response short term



	green	yellow	red	black
Facts	Describe	v	v	v
Feelings	How do we feel?	v	v	v
Information: what is oké	What is oké and why	v	v	v
Information: what is not oké		What is not oke and why	v	v
Information: consequences			Effect	Effect
Agreements & monitoring			What do we agree	How to monitor
Reporting			Report	Report

Example: red flag



You make sexual jokes and gestures

What is your feeling about that?

Do you think other children think it is funny?

It is OK to make sexual jokes

But it is not OK to disturb others, they may feel intimidated. You are in a group.

We already made that clear, this cannot happen again.

There will be consequences



Step 4



Adaption of the reaction for vulnerable children?

- + Disharmonic profile: If biological development is not keeping pace with
 - × Psychological development
 - × Social development

More attention to



- + Emotional development and underlying needs
- + Sometimes by more and better protection
- + Sometimes by more time and repetition
- + Always by addressing the child at his/her emotional level
- + ! Means
 - × More time to learn
 - × More attention to underlying problems
 - × More care

Example: red flag!



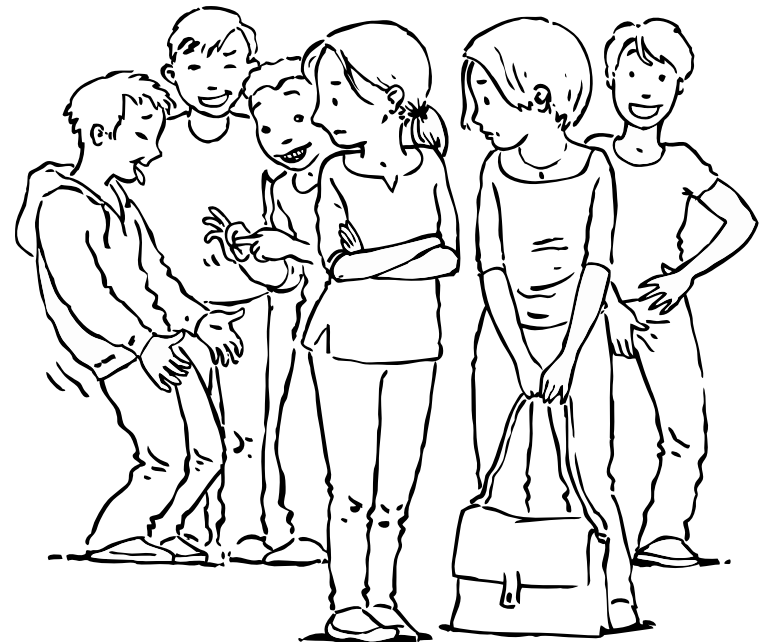
Working on

- where are sexual jokes OK and where not
- what sort of sexual jokes are OK
- intimidation of other children
- saying No to a group
- consequences



Also

- analysis of the situation:
when, where, proceeding
facts, rewards,
consequences...



Exercise



- + Take one example of your own situations and discuss with your neighbour how your reaction will be
- + Exchange examples

Pedagogical strategies long term



Green	yellow	Red	Black
Information Empathy & conscience Psycho-education			
	Cognitive coping Rewards Coaching		
		Time-out Supervision Restorative interventions Care	
			Punishment Measures Help Aftercare

Step 5: Reflection on policy?

- + Two girls of 13 sit on the bed in the bedroom. They caress each other between the legs and they like it.



Is this OK?



- + Consent
- + Voluntary agreement
- + Equality
- + Development
- + Context
- + Self-respect

Green Flag

Green flag needs protection

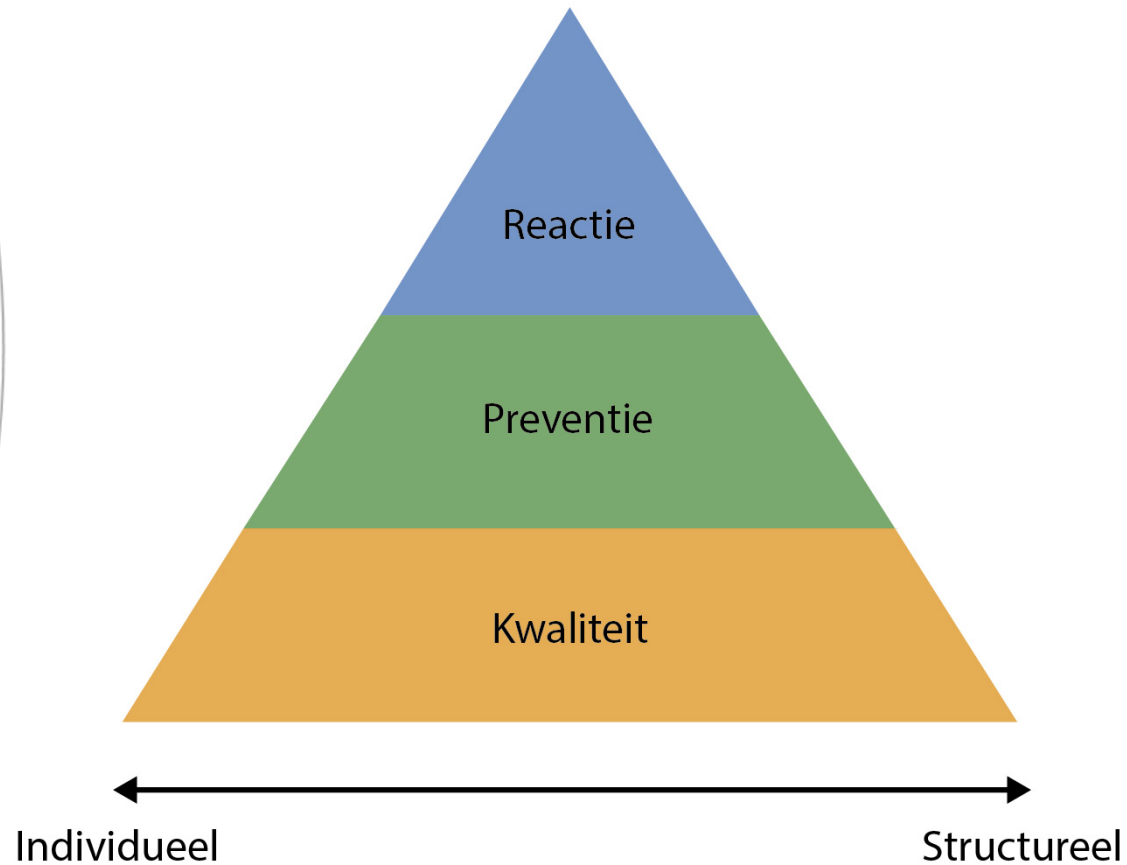


- + Normal part of development
- + Room for experimenting: where and when?
- + How meanwhile protecting from doing harm
- + How to make rules and regulations?
- + How to organise as a team
- + How to explain to parents

3 levels of influence: prevention triangle



Preventiedriehoek



Policy areas



+ Care & education



+ House rules and accommodation



+ Professionals expertise



+ Communication



matrix



Care & education	House rules & accommodation	Expertise professionals	communication
Care and information after incidents	Safety and reaction policy after incidents	Coping with complaints and accidents	crisiscommunication
Watchfulness & information on risk factors	Supervision agreements Behavior code privacy	Alert for signals handle complaints Behavior code Intercollegial controle	Communication on risks and preventive measures
Care and education on desired (healthy) behavior	Quality norms	Respect for clients Being a model Garantie discussion	Communication on sexual health

Flagsystem as policy-instrument



- + Vision and support
- + Durable interventions
 - × Protocol & complaint procedures
 - × Rules and manners
 - × Behavioral code
 - × Professionalism of staff
 - × Contactperson

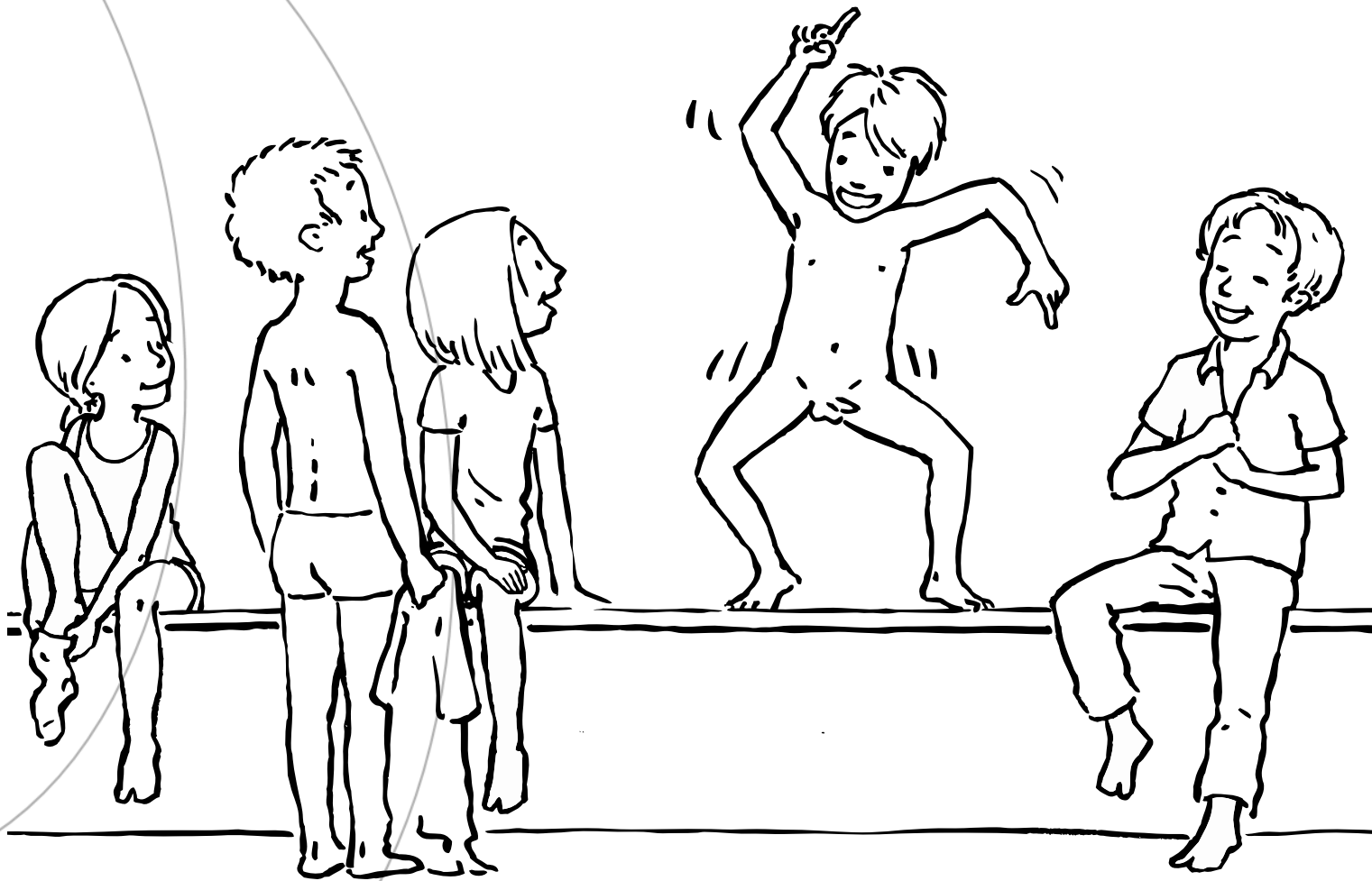


Exercise step 5



- + Aspects of policy?
- + Propositions on correction
 - × Education or care policy
 - × Accomodation & rules policy
 - × Competencies of professionals policy
 - × Communication policy

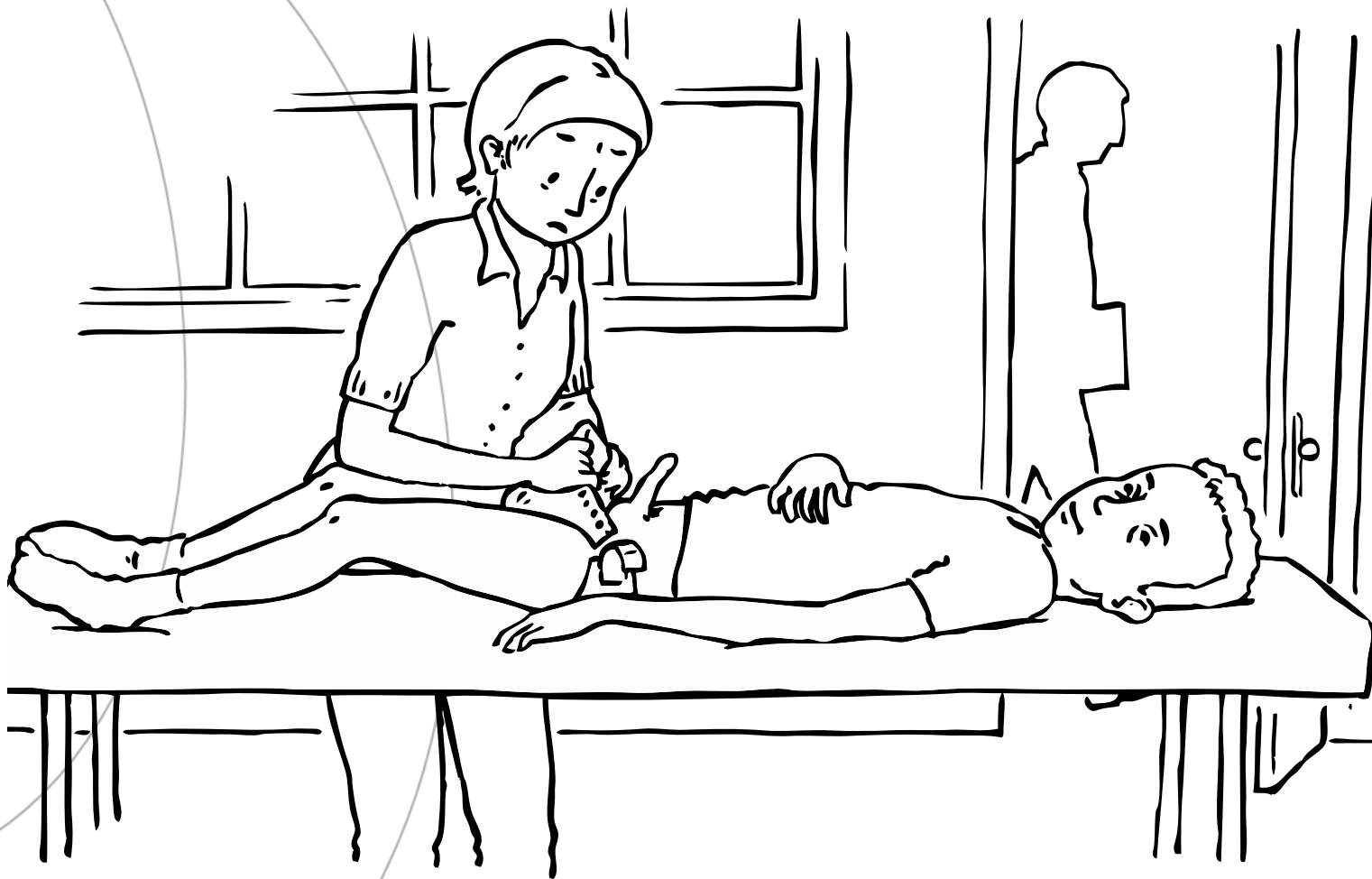
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3.8

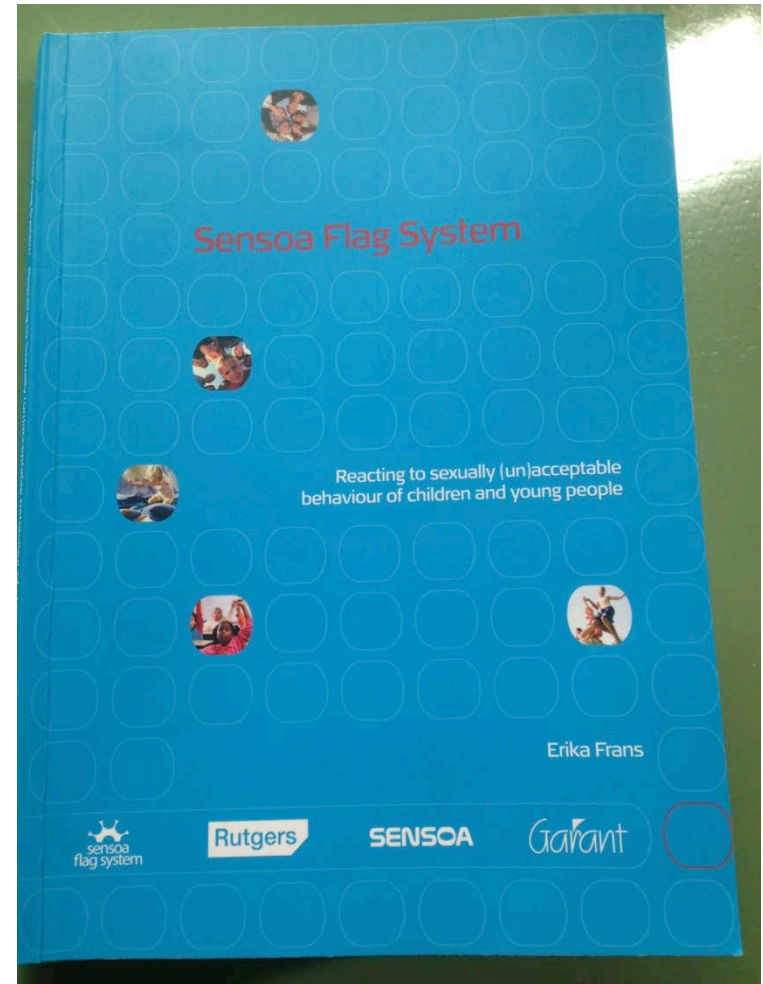


Materials



Manual

- + with 32 situations
- + Development Chart short
- + Steering wheel
- + Response guidance
- + Protocol
- + Observation checklist



Extra materials (dutch)



More material for training



+ Consent and tea



+ www.youtube.com/watch?v=oQbei5JGiT8



+ Consent for kids



+ www.youtube.com/watch?v=h3nhM9UIJjc



+ Embarrassment of adults



+ www.youtube.com/watch?v=cGAniAakaRw&t=32

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What is the intended outcome?



- + The professional feels competent to encourage healthy sexual behavior and prevent sexual abusive behavior
 - × Being able to understand and judge the sexual behavior
 - × Being able to discuss sexual behavior with all partners involved
 - × Being able to give an appropriate & coördinated pedagogical answer

More levels



- + The **target group** is sexually resourcefull
 - × Knowing when sexual behavior is oké or not
 - × Being able to communicate about sexuality and limits
 - × Being able to (re)act adequately to sexual abusive behavior
- + The **management level**
 - × Has a vision on sexual health
 - × Takes sustainable measures to protect sexual health and prevent sexual abuse
 - × Evaluates and remediates

Thanks and enjoy



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