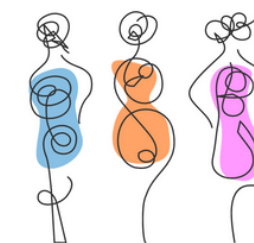


Presented by Beatrice Ricci
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Is it ok *or* not?

What do we know about sexual behaviors, and
what are our response criteria?



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Workshop Outline

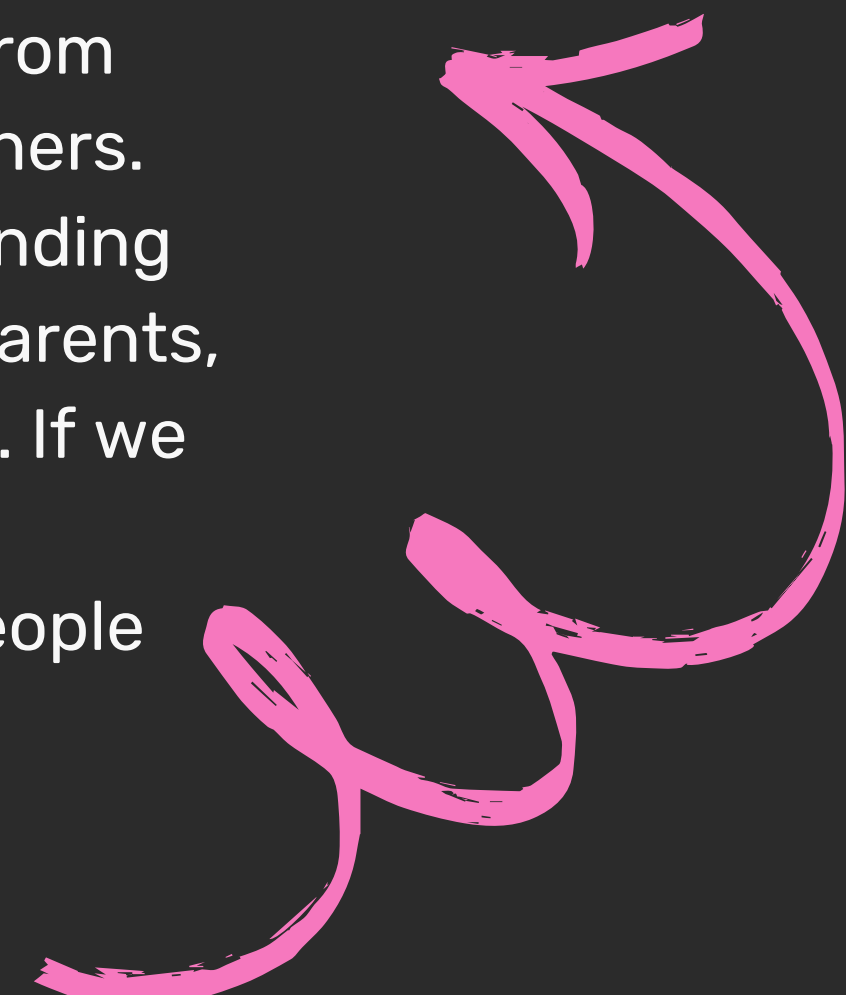

- What is the Sensoa Flag System?
- ▲ Is it ok or not?
- Sharing the results
- The Sensoa Flag System criteria
- ▲ How to respond (optional)
- Drawing conclusions





WHY THIS WORKSHOP?

FROM OUR POINT OF VIEW



We often grew up without sexual education in environments full of prejudices and stigmas around sex. This leads to guilt and shame and prevents us from acquiring more consciousness and skills to understand ourselves and others. Sexual behaviors are all around us and in us because sexuality is the founding energy in everything; if we work in education or healthcare or if we are parents, the need for a light to guide us into navigating these topics is significant. If we are not, knowing about sexual behaviors, consent, respect, and how to appropriately respond to certain situations that could happen to us or people around us is still fundamental.

What is the

SENSOA FLAG SYSTEM

The Sensoa Flag System is a **framework** developed by Sensoa, a Flemish center of expertise. It provides a structured approach to understanding and managing **sexual behavior** in children and adolescents. It ensures that **responses are appropriate**, consistent, and, most importantly, focused on promoting **positive development and safety**.

How It Works

- **Observation** of the sexual behavior.
- **Assessment** of the behavior (using the six criteria) to determine its **appropriateness**.
- **Flag Assignment**, based on the evaluation.
- **Response**: appropriate interventions or actions are taken to address the behavior and support healthy sexual development.



Green Flag: healthy and developmentally appropriate sexual behavior.



Yellow Flag: behavior that is inappropriate due to context, timing, or method but not necessarily harmful.



Red Flag: behavior that is clearly inappropriate and potentially harmful.



Black Flag: behavior that is highly inappropriate, harmful, and possibly illegal.



Is it ok

OR NOT?

Let's divide into groups!
Each group will receive a number of cards from the Flag System: you'll have to classify the situations.

1. Divide the situations into okay or not okay.
2. Classify the situations that are not okay from less severe to very serious.

Note down the arguments you use in this classification.



A 6-year-old boy wants to go to school in a dress

A 6-year-old boy wants to go to school in a dress.



A boy challenges his classmates to use a condom

During playtime, a boy challenges his classmates to use a condom.



PICTURE BY [HTTPS://WWW.EN.SENSOA.BE/](https://www.en.sensoa.be/)

SITUATIONS

You can find more
on
<https://www.en.sensoa.be/situations>

To access this page, you
will probably be asked to
insert your email and
agree to the terms and
conditions.

A male caregiver assists a female client with personal care and ignores her protest

A male caregiver assists a female client with personal care. She objects vehemently because she does not want to undergo intimate care by a man. She finds this appalling. He ignores her protests and undertakes the intimate care anyway.



2 police officers force man to undress

During a police check, a man is forced to undress while two policemen look on. They are laughing and leave him naked for an unnecessarily long time.



SITUATIONS

Sharing

THE RESULTS

It's time to share the arguments that you used to classify the situations.

You can tell your arguments or write them on the board:

- Briefly **explain the situations** that you analyzed in order to give others context;
- Make it clear for everybody **why** you decided to classify that specific situation the way you did (**explicit your criteria**).



The Sensoa Flag System

criteria



Consent

All parties involved have given their consent.

Is there mutual consent?



Voluntary engagement

The behavior is voluntary and free from coercion.

Is there voluntary engagement?



Equality

There is equality between the parties in terms of power, age, and development.

Is there equality?



Development

The behavior is appropriate for the age and developmental stage of the individuals involved.

Is the behaviour age and developmentally appropriate?



Context

The behavior is appropriate for the context in which it occurs.

Is the behaviour appropriate in this environment and context?



Self-respect

The behavior shows respect for oneself and others.

What is the impact?

A 6-year-old boy wants to go to school in a dress



We assess the boy's behaviour here:

1. OK
Is there mutual consent? The child says that he wants to wear a dress.
2. OK
Is there voluntary engagement? Nobody is under pressure or coercion.
3. Non applicable
4. OK
Is the behaviour age and developmentally appropriate? Children may experiment with different gender roles and behaviour as they develop.
5. OK
Is the behaviour appropriate in this environment and context? His clothing is not inappropriate.
6. OK
What is the impact? Forbidding the child to dress how he feels may be harmful. On the other hand, it appears that being bullied is one of the main problems these young people face. As a parent or professional, you may anticipate reactions from the people around the child, and want to prevent him or her from being excluded or bullied.

A boy challenges his classmates to use a condom



We assess the boy's behaviour here:

1. Insufficient information
Is there mutual consent? We do not know whether the boys will agree to this.
2. Not OK
Is there voluntary engagement? The boys are being challenged. As a result, they may experience some form of pressure to use the condom.
3. OK
Is there equality? All the boys are the same age.
4. OK
Is the behaviour age and developmentally appropriate? All the boys are the same age.
5. Not quite OK
Is the behaviour appropriate in this environment and context? This is not quite okay. Other children are present on the playground and the context is not completely private.
6. Not OK
What is the impact? Classmates may be uncomfortable with the proposal. The boy's reputation may suffer as a result.

ASSESSMENT

To find out more info on assessing and reacting to a specific situation on the Sensoa website, click “read more.”



Then scroll down and click “Print full page of this situation”.

A male caregiver assists a female client with personal care and ignores her protest



We assess the caregiver's behaviour here:

1. Not OK

Is there mutual consent? The caregiver does not check with the client beforehand whether it is okay with her to undertake personal care. She protests and does not give her consent.

2. Not OK

Is there voluntary engagement? The female client experiences pressure to be given personal care despite her objection.

3. Not OK

Is there equality? This involves a heavily care-dependent woman. As a caregiver, he has power over the client.

4. Not quite OK

Is the behaviour developmentally and functionally appropriate? A caregiver should be able to deal tactfully with the client's resistance and objections.

5. Not quite OK

Is the behaviour appropriate in this environment and context? It is not always possible to choose who assumes the personal care of the client. But arrangements and intermediate solutions are possible.

6. Not OK

What is the impact?

It is about intimate touching that is not sexual, but is experienced as transgressive by the client. For the caregiver, this may give rise to complaints.

2 police officers force man to undress



We assess the police officers' behaviour here:

1. Not quite OK

Is there mutual consent? Police officers are authorised to check if there are good reasons to do so. It is unclear whether a reason is given in this instance.

2. Not quite OK

Is there voluntary engagement? The police officers are required to carry out checks, but they can choose to do so in a respectful way, without pressure or coercion.

3. Not OK

Is there equality? The situation is highly unequal. The police officers are abusing their power.

4. Not OK

Is the behaviour developmentally and functionally appropriate? The police officers should know that it is not acceptable to carry out police checks in a humiliating way.

5. Insufficient information

Is the behaviour appropriate in this environment and context? We do not know whether the man's privacy is sufficiently taken into account.

6. Not OK

What is the impact? This may be a traumatic experience for the man. This is about being naked without consent. The policemen are deliberately humiliating the man and risk getting a complaint.

ASSESSMENT



How to

RESPOND

Let's divide into your groups again and consider how you would react to each situation you assessed.

Use the next slide to help you out.
Later, share your thoughts with the rest of the people.

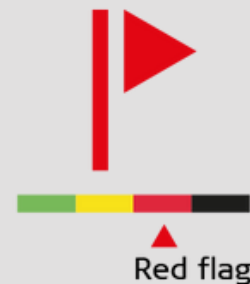
HOW TO RESPOND



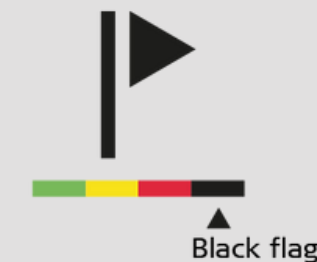
- Don't stop the behaviour.
- There's no need to respond to healthy behaviour. If you do respond, send out a **positive message**.
- Name or question what you see or hear.
- Respond empathetically: discuss the feelings of all involved.
- **Affirm** the behaviour. Explain why.



- Stop behaviour or **distract**.
- Name or **question** what you see or hear.
- Discuss the feelings of all involved.
- **Affirm** the aspects of the behaviour that are **positive** and explain why.
- **Limit the aspect that is not OK** and explain why.
- Agree on how things can be done and how to address them.



- **Stop** the behaviour.
- Name the behaviour.
- Ask about the perceptions of all involved.
- Affirm the behaviour: what is OK and why.
- Limit the behaviour: say or show what is not okay and why.
- Negotiate agreements: how to deal with this in the future?
- **Monitoring**: increase supervision, suggest measures.
- Register internally.
- Provide follow-up care.



- **Stop** the behaviour.
- Name the behaviour.
- Ask about the perceptions of all involved.
- Affirm the behaviour: what is OK and why.
- Limit the behaviour: say or show what is not okay and why.
- Negotiate agreements: how to deal with this in the future?
- Monitoring: increase supervision and act on measures.
- **Register** internally and externally.
- Provide **follow-up care**.

A 6-year-old boy wants to go to school in a dress



To the child

Since this behaviour is assigned a green flag, you don't need to respond. If you respond, give a positive response, such as: 'You want to go to school in a dress. Would you like that? What do you think the other kids would think about it? If other children tease or make fun of you, it's best to come and tell me immediately. Is that OK for you?'

Tips for the professional

You can work stimulate discussion about this in your classroom. Mention that mockery or exclusion is not acceptable.

Create a context that provides adequate safety.

A boy challenges his classmates to use a condom



To the boy

'I heard you were challenging other boys to use a condom. I get that you think this is cool, but challenging other boys just like that is not okay. They may not be entirely comfortable with this. What can we agree on that?'

To the other children

'I heard the boy challenged you to use a condom. If you don't like it, you shouldn't do it.'

Tips for the professional

The behaviour is age-appropriate for the boys. As long as they put no pressure on anyone and do not involve smaller or weaker children, this is okay.

REACTION



A male caregiver assists a female client with personal care and ignores her protest



Response to the caregiver

"It appears that a client objected vehemently while you wanted to assist her with her personal care. Despite her protests, you went ahead with intimate care. It's okay for a man to assist a lady with intimate care. After all, you're trained to do that. However, if she objects, it's important to look for other solutions and not force her. What could be possible alternatives?"

Topics for a conversation with the caregiver:

- Dealing with objection and resistance;
- How to put a client at ease and make personal care a more pleasant experience;
- Points to consider as a male caregiver;
- Possible alternatives;
- Tips for intimate care.

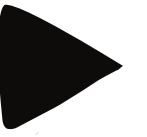
How to respond to the client

"You've said that you don't want to be assisted in this way. What exactly is not okay for you? It's important that you don't experience the care as transgressive, but it's also important that intimate care is undertaken and that all professionals are involved at some point. What would you like to see done differently?"

Topics for conversation with the client:

- Key concerns in intimate care and possible intermediate solutions;
- Setting boundaries;
- How to formulate complaints and where to turn with your complaint;
- Minimum quality requirements in care and realistic expectations;
- Information about gender-specific sensitivities.

2 police officers force man to undress



How to respond to the police officers

"It appears that you checked a man and left him standing naked for a long time. Meanwhile, you looked on, laughing. It's part of your job to carry out a check if there's a good reason. It's important to explain this to the man and to treat him with respect. It is not okay to have someone standing naked for an unnecessary length of time and to laugh at them. An internal investigation will be launched and there will be consequences."

Topics for conversation with the police officers:

- Perception of the victim;
- Humiliation and abuse of power;
- Ethics;
- Motivation and effect of their behaviour.

How to respond to the man

"The police officers made you stand naked during a check while they were looking on and laughing. Police officers sometimes carry out checks if there is a good reason for doing so. It's important that they explain this and treat people with respect. It's not okay to leave someone standing naked for an unnecessary length of time and to laugh at them. You can file a complaint if you wish. We can help you take steps. What else can we do to make you feel safe?"

Topics for conversation with the man:

- Perception, effects and consequences;
- The option of filing a complaint;
- Support organisations.

REACTION

Drawing

Conclusions

Gather again into your groups and briefly **appraise the situations** based on the **criteria**. Discuss whether this changes the classification and what factors play a role.

Remember, the Sensoa Flag System is **not perfect**. You have the right to assess a situation based on your own criteria, even if it differs from the official system. This empowers you to **think independently** and critically.



Share your thoughts.



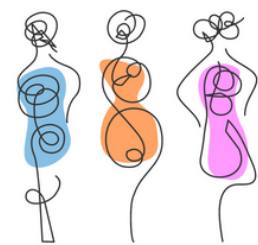


WHY THIS WORKSHOP?

FROM YOUR POINT OF VIEW

1. Is Sensoa Flag System a valuable tool? In which contexts?
 2. Would you benefit from its use in your everyday life?
 3. Why is it important to question our knowledge and responsiveness around these topics?
- 
- 

THANK YOU!



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