



Sensoa Flag System work formats
for professionals

SENSOA

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Colophon

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SENSOA
TALK(S) ABOUT SEX

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CARE**

Introduction

Where people cohabit, live or work together, sexual behaviour is sometimes exhibited. Usually, no problems arise, but sometimes people overstep each other's boundaries. As a professional, it is not always easy to deal with situations involving sexual behaviour. When do these situations cross the line? And how do you best respond to them? The Sensoa Flag System is a methodology that can help you deal with this.

The Sensoa Flag System is a method that uses six objective criteria to assess sexually (transgressive) behaviour:

- Consent
- Voluntary engagement
- Equality
- Developmental or functional level
- Context
- Impact

We first consider whether the criteria are okay, not (quite) okay or unclear. Then, based on this assessment, we assign the sexual behaviour a coloured flag. Behaviour is assigned a green flag when all the criteria are totally okay. We assign sexual behaviour a yellow, red or black flag when one or more criteria are not okay. Based on the colour of the flag, you as a professional give an appropriate response proportionate to the situation.

[How does the Sensoa Flag System work?](#)

Getting started with the Sensoa Flag System in your organisation is not always easy. In this workbook, we give you 12 work formats to apply the methodology in a practical way. The work formats come with various exercises at different levels: assessing incidents, responding to incidents and the link with your integrity policy.

How to use the Sensoa Flag System work formats?

- For each work format, there is an overview of the objectives and the material you need.
- There is no correct order in which you go through these work formats. You choose a work format where the goals best match the needs of your organisation.
- We often use [the situation maps and drawings of the Sensoa Flag System](#). Choose in advance situations and drawings that are recognisable to your group.
- The drawings may arouse emotions in some people and discussions may arise. Never let emotions take over, but do take the time to identify them. Use [the Sensoa Flag System criteria](#) to get to the root cause of these emotions. Also consider how you can make mentors feel more comfortable.
- The assessments of the Sensoa Flag System examples are a first step. The examples of incidents in your own work context may be more complex. Your assessment may therefore take more time and may be different from the situation map examples.

More about the Sensoa Flag system:

[What is the Sensoa Flag System?](#)

[Educational material about the Sensoa Flag System](#)

[Discover how to integrate the Sensoa Flag System into your policy](#)

Work formats

Sexual development



Target group:
Professionals.



Objectives:

- To gain an insight into the sexual development of children and young people.
- To introduce the Developmental Chart and how to use it.

Number of people:

In small groups.

Tools:

- [A version of the Developmental Chart on paper.](#)
- An overview of the various age categories on paper.

Working method:

Step 1:

Give the groups a number of examples of actual behaviour in sexual development. Have them place this behaviour in the age category where the behaviour occurs for the first time on average. Each behaviour can be classified into 1 or more age categories:

- Baby (aged 0 to 1.5)
- Toddlers (aged 1.5 to 3)
- Preschool children (aged 3 to 6)
- Early primary school (aged 6 to 9)
- Late primary school (aged 9 to 12)
- Adolescents (aged +12)

Step 2:

Read out the following examples of sexual development behaviour and have the participants indicate the age categories in which the behaviour first occurs:

- a. Playing doctor to secretly discover each other's bodies.
- b. Realising that you cannot simply change gender.
- c. Masturbation (= the rhythmic stimulation of genitalia).
- d. Telling jokes about sex, drawings of genitalia.
- e. Being in love.
- f. Understanding what sex is and why people have sex.
- g. Discovering sexting.
- h. Reaching for an adult's breasts.
- i. Having sex for the first time.

Step 3:

Pass each small group's answer sheet on to another group. The groups must check each other's answers by looking up the behaviour in the Development Chart.

Variant:

You can also choose some behaviours from the 'green flag' column in the Developmental Chart.

Ask the following questions if you are doing this exercise with professionals who work with people with a disability:

- What behaviours do they recognise among their target group?
- How can you understand this behaviour and place it within development?
- How can you give more room for this behaviour if there is not enough room in the organisation for some behaviours with a green flag (for example, privacy, experimental behaviour)?

Making green flags possible



Target group:
Professionals.



Objectives:

- To investigate what behaviours are permitted in the current policy per flag.
- To investigate how privacy and safety can be improved.
- To determine what changes are needed in policy to make room for green flag situations.

Number of people:

In a group.

Tools:

- Flip-chart or whiteboard
- [Developmental Chart](#)

Working method:

Step 1:

Go through the green flags from the Developmental Chart that may occur in the setting where you work.

Step 2:

Make two columns on the board:

- In column 1, you note down the green flag situations that are already possible now or have a place in the organisation.
- In column 2, you note down the green flag situations that do not yet have a place in the organisation.

Step 3:

List the obstacles to the green flags per situation in column 2.

Step 4:

Discuss the feasibility of the proposals and the conditions needed to achieve them. Discuss what steps need to be taken to put this in practice.

Ranking of situations



Target group:
Professionals.



Objectives:

- To learn to appraise the seriousness of situations.
- To learn to work with the criteria of the Sensoa Flag System.

Number of people:

In small groups.

Tools:

- [A selection of situation cards with drawings](#) or examples of incidents from the participants
- [The characteristics per flag](#)
- Flip-chart or whiteboard

Working method:

Step 1:

Divide the group into smaller groups. Give each group at least 6 situations that vary in seriousness of transgression. Ensure that there is a minimum of one situation for each colour of flag. Ask them to classify the situations:

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

Have them note down the arguments they use in this classification.

Step 2:

Ask about the arguments the groups have used and note them down on the board. Go through the criteria given and supplement them with the criteria from the Sensoa Flag System. Give an explanation of the criteria and the flags from the Sensoa Flag System.

Step 3:

Have them give a brief appraisal of the situations based on the criteria. Discuss whether this makes for a change in the classification and what factors play a role in that.

You can also do this exercise with examples of incidents from the organisation.

Demonstration of criteria



Target group:
Professionals.



Objectives:

- To know and rehearse the criteria of the Sensoa Flag System.

Number of people:

In small groups.

Tools:

- [The characteristics of the various criteria](#)
- [The situation cards with drawings](#) or your own examples of incidents
- [The characteristics per flag](#)

Working method:

Step 1:

Explain the criteria of the Sensoa Flag System. Divide the group into small groups and give each group one or more examples of incidents. Make sure each group gets the same examples of incidents.

Have each group discuss one or two criteria from the example: is this criterion okay or not, and why? Distribute the criteria across the various groups, such that all the criteria for each incident are considered.

Step 2:

Discuss the assessment of the criteria for each incident separately. Distribute the information on the characteristics for each flag. Have the groups give the incident a flag using this information.

Responding to sexual behaviour



Target group:
Professionals.



Objectives:

- To be able to provide an appropriate pedagogical response.
- To be able and to be willing to consider one's own professional attitude.

Number of people:

In small groups or in pairs.

Tools:

- [Response guide](#)
- [Situation cards with drawings](#)

Working method:

Step 1:

Select a number of situation cards with a different colour flag. Give each small group one situation for each colour flag.

Step 2:

In small groups or in pairs, go through the response guide steps. Apply each step to your example of an incident. Focus on the way in which you might explain these steps to the people involved and note down the various messages.

Step 3:

Present the methods of responding to the rest of the group. Take care with your intonation and your other non-verbal behaviour that may influence the meaning of the message you are giving.

Step 4:

Discuss how you can communicate about the approach to the situation with other people involved: parents, other children and young people, the management, etc.

Identifying resistances



Target group:
Professionals.



Objectives:

- To gain an insight into the considerations for situations of sexual behaviour.
- To gain an insight into how the professional attitude may evolve.

Number of people:

In a group.

Tools:

- Flip-chart or whiteboard
- [A number of situation cards with drawings with a green flag](#)

Working method:

Step 1:

Ask the participants how they feel about the example of an incident.

Write at the top of the board: 'Are there any considerations for this situation?'. Write down all considerations, objections, problems and doubts that you notice when discussing the situation cards with a green flag. For example: 'We find sexual health and sexual development important, but our children are highly vulnerable and the parents will protest.'

Give the participants some time to think and make notes.

Step 2:

Next, divide into two columns:

- Considerations about the children or young people.
- Considerations about the support or the context.

Step 3:

Write down on the board: 'What do we need?'. Ask what helps the participants to continue dealing with the considerations. This often points to policy areas to be worked on. Review what actions you can take in the short and long term.

Step 4:

Select the actions which can be addressed in the short term. Discuss what can be done and who will take this further. Also note down any actions that require a wider approach and discuss how to take these further.

What if...? Variation and combination with aspects of diversity



Target group:
Professionals.



Objectives:

- To see how aspects of diversity impact upon the identification of and response to sexually transgressive behaviour.

Number of people:

In small groups.

Tools:

- [A situation card with a drawing](#) or your own example of an incident of sexually transgressive behaviour
- [The characteristics per flag](#)
- ['What if?' hand-out](#)

Working method:

Step 1:

Divide the group into smaller groups. Have them discuss the situation card or your own example and give it a flag using the characteristics per flag. Discuss the findings as a group.

Step 2:

Give each group the 'What if? hand-out'. They now need to alter a factor in the situation card or example and see what impact that could have.

You can have them discuss the tasks one by one. Or distribute the tasks among the various groups and have each group discuss one or two different variations.

Step 3:

Discuss the findings as a group. Does the altered situation get a different flag or not? What factors might have an impact on the assessment?

VARIANT:

Work with the variant of the ['What if? \(variant\)' hand-out](#). Have the participants or groups take a card and discuss the variation requested.

Brainstorming about the approach



Target group:
Professionals.



Objectives:

- To think about the goal, the content and the approach to a response to sexually transgressive behaviour.

Number of people:

In small groups.

Tools:

- [A selection of situation cards with drawings](#) or your own examples
- Flip-chart or whiteboard

Working method:

Step 1:

Begin with a situation card or example. Have the participants think about the following questions in small groups:

- What do we want to teach the initiator?
- What do we want to teach the victim?
- What will other children and young people in class or residential setting learn from this?
- What will we as professionals learn from this?
- Will there be an impact on policy? What do we need to adjust?

Note down the questions above on separate boards or sheets. Each group begins with one board and writes the answer to the question on this. After a while, have the groups move on and they do the same.

Step 2:

Discuss the results as a group and note down the major findings. Are there any differences of opinion? Are some questions hard to answer?

Step 3:

Go round the groups a second time and have them think about how they could approach the objectives discussed in the short and long term. Discuss in the groups:

- How will you work with the offender?
- How will you work with the victim?
- Who can you involve in this?
- How will you approach prevention?

Discuss as a group:

- Where do any difficulties remain?
- What support do you need for this plan of approach and from whom?

Discussion of an incident



Target group:
Professionals.



Objectives:

- Rehearsing the Sensoa Flag System based on an incident.

Number of people:

Small groups.

Tools:

- An example of an incident that has taken place in the organisation
- [Action protocol worksheet to be completed](#)

Working method:

Step 1:

Have the various groups choose an incident they would like to discuss. Give each group the information on the action protocol. Go through each step. For each step, give them enough time to discuss this. Answer their questions. Work through the various steps (all the way up to giving it a flag).

Step 2:

It is not necessary to discuss all the steps as a group. Have the groups explain which example of an incident they have chosen and which flag they have given this incident and why.

Step 3:

The next step in the action protocol is responding. Give the groups sufficient time to think about the feedback they want to give to the people involved and about a plan of approach. Have them explain this in brief.

Working with a behaviour analysis



Target group:
Professionals.



Objectives:

- Rehearsing working with a behaviour analysis and discussing what can and cannot be used for the target group.

Number of people:

In small groups.

Tools:

- Your own examples of incidents
- [Worksheet to be completed for a behaviour analysis](#)

Working method:

Step 1:

Give an explanation on working with a behaviour analysis and go through the information.

Divide the group into smaller groups. Have each group work with a single client they have in mind or a single example of an incident where the current approach is not working.

Have each group complete the worksheet for a behaviour analysis. Also have them think about the following questions:

- What information is relevant?
- What information is not applicable in this example?

Fill in the missing information on the worksheet to be completed.

Step 2:

Briefly discuss the results as a group:

- Has this way of working led to any new insights?
- What guidelines can be used?
- Are there any suggestions for supplementing the worksheet to be completed?

Conversation following sexually transgressive behaviour



Target group:
Professionals.



Objectives:

- To gain an insight into the various elements of responding to sexually transgressive behaviour.

Number of people:

Small groups of 3 people.

Tools:

- Several of your own examples of incidents
- [The response guide](#)
- ['Situations of sexually transgressive behaviour' hand-out](#)
- Flip-chart or whiteboard

Working method:

Step 1:

Have the participants explain three incidents. Ask about the facts from the viewpoint of the initiator as precisely as possible. Note down the most important details on the board.

Divide the group into trios and have each trio rehearse the conversation with the initiator as a role-play. Use the response guide steps as a guideline for having your conversation.

In each group, one person is:

- the initiator;
- the professional having the conversation;
- the observer.

The observer notes down whether the response guide steps are being followed properly.

Would you like to add an extra dimension to the conversations? In situations of sexually transgressive behaviour (see hand-out), the initiator always has somewhat more information on the situation than the professional. The professional can gain an insight into the whole situation by asking the right questions.

Step 2:

Have the groups work on a single example for 10 minutes at a time. In that time, they have a 5-minute conversation and have a 5-minute post-discussion based on the following questions:

- What was it like to be the professional? What is difficult and what goes easily? What information have you found out?
- What was it like to be the initiator? What helps you? What makes it difficult?
- What feedback does the observer have?

If there is enough time, have the groups change roles and discuss a different example.

Step 3:

Have the groups give feedback on their experiences with the task.

Would you like a variant of this exercise? Ask a volunteer to play the role of the initiator and take on the role of the professional having the conversation yourself.

Have the rest of the group observe and discuss their feedback and that of the volunteer.

Celebration wall and complaint wall



Target group:
Professionals.



Objectives:

- An introduction to the Sensoa Flag System.
- To gain insight into the sexual behaviour of the target group they work with.
- To gain insight into what behaviour the participants find okay and not okay.

Number of people:

In a group.

Tools:

- Examples of incidents from the participants
- Post-its for the participants
- Flip-chart, board or wall for attaching the post-its

Working method:

Step 1:

Give each participant a number of post-its. Have them note down on post-its a number of examples of sexual behaviour that they see within their target group and that they view as:

- normal;
- concerning or transgressive.

Ask them to give at least one example of each category.

Step 2:

Divide the board or the wall into '+' and '-' columns.

Have the participants stick their post-its in the right place.

Go through the post-its and discuss the result:

- Which part of the wall or board has the most post-its?
- What behaviour do participants call sexual?
- What behaviour do the participants call okay and why?
- What behaviour is not okay and why?

Note down the arguments and refer to the Sensoa Flag System criteria. Give an explanation of the criteria and the flags.

Step 3:

Have several of the examples mentioned assessed or give each group several examples to appraise.

Go through the results. Review whether the colour of the flags matches the colour of the flags that they gave at the start of the exercise.

'What if?' hand-out

'What if' Hand-out

Step 1:

This begins with an incident of sexually transgressive behaviour that was discussed as a group.

Step 2:

You can vary this incident and combine it with various aspects of diversity such as gender, religion, disability and so on.

Ask the following questions first: What if one or more of the people involved (offender and a potential victim):

- change gender?
- have a different colour skin?
- are religious?
- have a disability?
- have a low socio-economic status?
- change age?

Step 3:

Ask some additional questions:

- Would that make a difference to the offender? And to the victim?
- Would you make a different appraisal? Why?
- What elements might change because of this?

'What if? (variant)' hand-out

In this exercise, you think about variations of an incident that was discussed in the group.

Step 1:

Make some cards and have each participant or each group take a card.

Step 2:

Next, have them answer the following questions:

- Would that make a difference to the offender? And to the victim?
- Would you make a different appraisal? Why?
- What elements might change because of this?

Change the gender of the people involved.	Change the ethnicity of the initiator.
Switch the ages of victim and offender.	Turn the offender into a person with a disability.
Turn the victim into a person with a disability.	Change the ethnicity of the victim.
Make the offender 5 years older.	Change the context into a situation with no privacy (for example, in public, at school).
Turn the offender into a strongly religious person.	Change a criterion of your choice yourself.

What if... The offender is a Muslim?	What if... The victim is a Muslim woman?
What if... The offender comes from a higher socio-economic class?	What if... The victim comes from a higher socio-economic class?
What if... The offender is a newcomer?	What if... The victim is a newcomer?
What if... The offender is a man, boy or a girl, woman?	What if... The victim is a man, boy or a girl, woman?

Situations of sexually transgressive behaviour hand-out

You will find several situations of sexually transgressive behaviour below that you can practise in groups of 3 people. Each person in the group gets a role:

- Person A = pupil. This person answers the questions from the teacher (person B) based on the information that they have been given in this situation.
- Person B = teacher. This person asks questions of the pupil (person A) based on the information that they have been given in this situation. The teacher uses the steps from the response guide for this.
- Person C = observer. This person observes the conversation and evaluates whether the right questions are being asked in order to find out what has actually happened.

TOUCHING

A = pupil (Ella)

You really like hugging all your friends and holding their hands at playtime. You like to stay as close to them as you can in the classroom too. Sometimes they tell you to stop, but you like to do this to show how much you like them. You notice that they sometimes exclude you, so you decide to give them even more hugs. Sometimes you hug them suddenly and unexpectedly and you don't let them go.

B = teacher

A lot of pupils in your class are saying that Ella is constantly touching them. They don't always like it, and have tried to make that clear to her several times by telling her to stop or going away from her. But she still keeps doing it, sometimes even when they don't see it coming. The pupils come to you to complain about this and ask whether you will speak to Ella about this.

C = observer

What went well and what did not? What are some good example sentences for asking questions of the pupil?

TIKTOK

A = pupil (Thobias)

After a swimming lesson, you were secretly looking at your phone in the changing rooms. You have just discovered TikTok and your best friend was explaining it all to you. You and your best friend decided to make a TikTok video. You did a super-cool dance in the changing room. Your video has already had lots of likes!

B = teacher

You get a report from a concerned parent. Her daughter told her that Thobias was filming in the changing room cubicles after a swimming lesson.

C = observer

What went well and what did not? What are some good example sentences for asking questions of the pupil?

TOILETS

A = pupil (Lisa)

Your friendship group was playing 'truth or dare'. They challenged you to peek into the boys' toilets. You did this and found it exciting. You did it a few more times. Sometimes you saw the boys' penises, which you were pretty keen on! You were caught in the last playtime and were soon sent out of the toilets. You tried to get back in afterwards, but the teacher saw you and got angry.

B = teacher

The colleague on duty caught Lisa in the boys' toilets. She told her off, but Lisa went into the toilets a second time. Your colleague asks whether you can talk to Lisa and set a consequence for this.

C = observer

What went well and what did not? What are some good example sentences for asking questions of the pupil?

SEXUAL EDUCATION

A = pupil (Mikael)

Your parents got angry when they saw you taking a course in sexual education. They didn't think it was okay for you to be getting lessons in this, as this is something that should be private. They want to keep you home from school, but you have an important test on the day of the sexual education lesson. They ask you not to pay attention during the lesson and not to engage with it. You actually find that a shame, as you do have quite a few questions. But you don't want your parents to get angry, so you stay aloof for the whole lesson, don't pay attention and look at the floor.

B = teacher

During the sexual education lesson, you notice that Mikael is aloof throughout the lesson. He is normally very engaged. He constantly looks away or at the floor when you show images. It sometimes looks as though he isn't paying attention too. You want to speak to him about his behaviour.

C = observer

What went well and what did not? What are some good example sentences for asking questions of the pupil?

RESIDENTIAL

A = pupil (Laura)

During a residential, the girls agreed to secretly meet up with the boys in their room. You all talk and laugh the whole time. Some of the boys make a few jokes about sex; you join in. You find that pretty funny! Faye doesn't seem to find it that funny; the boys laugh at her a bit. But you don't want Faye to spoil the fun and join in with the boys. When you hear the teacher coming along in the corridor, you quickly walk back to your room. What a nice, exciting evening!

B = teacher

Faye's mum e-mails you. After outdoor education, Faye came home and started to talk about the evening when she went to see the boys with Laura. Sexual remarks were being made throughout the evening and Faye was laughed at. Faye's mum says this is Laura's fault and wants you to speak to her about it. You now speak to Laura separately.

C = observer

What went well and what did not? What are some good example sentences for asking questions of the pupil?

LOVE MEANS... FRENCH KISSING!

A = pupil (Julie)

You've been a couple with Tom from 6B for a while now. You see each other every playtime and often hold hands while walking along. Tom has heard from his older brother that French kissing is great and wants to try this with you. You didn't really want this, but he pushed you into a corner during playtime and stuck his tongue into your mouth. The teacher on duty saw you and moved you apart.

B = teacher

The colleague on duty comes to you as the class teacher for 6A. Your colleague tells you that she caught Julie and Tom from 6B French kissing in the playground. Your colleague asks whether you'll speak to Julie about this, as it's inappropriate behaviour!

C = observer

What went well and what did not? What are some good example sentences for asking questions of the pupil?

SEXY VIDEOS

A = pupil (Lewis)

You are in a chat group with several boys from your class. You often send on funny videos and pictures to each other. A video is suddenly sent to you that shows a naked woman. You're pretty keen on this! At playtime, you want to show this video to one of your classmates. Your classmate doesn't like this much and calls the teacher.

B = teacher

While on duty at playtime, a pupil calls you over. The pupil says that Lewis is showing dirty videos. You decide to speak to Lewis about this separately.

C = observer

What went well and what did not? What are some good example sentences for asking questions of the pupil?

IT'S OVER

A = pupil (Sarah)

You want to dump your boyfriend. Your best friend told you it was best to do it over text, as this is less awkward than saying it to him. You send him: "You're a loser, as you're too scared to kiss me. I don't want to be your girlfriend anymore! Find someone else!". You're glad to be rid of him. The next day, he comes to you in class with tears in his eyes and asks why you sent that. You brush him off.

B = teacher

You see a pupil walk up to Sarah with tears in his eyes and ask something. Sarah looks angry and sends him away. You would like to know what this is about and speak to Sarah.

C = observer

What went well and what did not? What are some good example sentences for asking questions of the pupil?

MARRIAGE

A = pupil (Lars)

Marriage is a theme in class today, as the teacher has a new ring on her finger and is going to get married. The teacher explains to you what marriage means, what a wedding celebration is and that 2 men can marry each other too. But actually, you really don't want to hear that. These days, your parents are having rows all the time and they told you this weekend that they're splitting up. When the teacher asks you a question about marriage, you angrily say: "Marriage is stupid!" and walk out of class.

B = teacher

You've been proposed to – an ideal time to talk to your class about marriage. You explain to them what marriage means, what a wedding celebration is and that 2 men can marry each other too. The class has a lot of questions. When you ask Lars whether he knows the answer, he angrily says: "Marriage is stupid!" and walks out of class. You go over to Lars.

C = observer

What went well and what did not? What are some good example sentences for asking questions of the pupil?