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Positive Relationships and Behaviour Policy

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Approved by:	(CoG)	Date:
	(EHT)	Date:

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

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1. Aims, Purpose and Scope

At Meadow View Academy, every child or young person irrespective of background, gender, race, and disability is part of a resilient, positive learning committee.

This policy aims to:

- Ensure that all children are treated fairly, due to a consistent application of this policy.
- Promote an atmosphere of respect and positive regard.
- Establish clear rules and expectations, rewards and consequences so all members of our School Community (including children, parents/carers, governors and staff members) understand what good behaviour and unacceptable behaviour are at Meadow View Academy. It will also outline our system **of rewards and sanctions**.
- Ensure all children have a clear understanding of the impact their behaviour has on their learning and that of others. This allows everyone to work together in an effective and considerate way.
- Support children in becoming positive, responsible and increasingly independent members of the school community who take responsibility for their own behaviour.
- Enable staff to work closely with parents, non-teaching staff and external agencies to promote good behaviour and foster healthy relationships.
- Summarise the **roles and responsibilities** of different people in the school community with regards to positive relationships and approaches of behaviour support and management.

All staff at Meadow View Academy adopt this policy. It encompasses:

- Whole school approaches;
- Clear expectations
- The building of skills;
- Supporting pupils with additional needs;
- Dealing with distressed behaviour;
- Professional Development.

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: Advice for Head Teachers and School Staff \(2022\)](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act \(2010\)](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Department for Education School Suspension and Exclusion Guidance \(2023\)](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Values and Ethos

At Meadow View, we encourage our children to **Dream** big, **Believe** in themselves and **Achieve** their goals. Through providing a diverse enriched curriculum, children strive to be the best they can be, creating a

community that nurtures kindness and compassion. Building their knowledge and experiences of the world, children leave Meadow View prepared for the challenges of the future. We celebrate our differences, for we are all unique; however, together we are a masterpiece.

The school also promotes wider values, through our SUPERPOWERS values. These values are:

- Support
- Uniqueness
- Positivity
- Empathy
- Resilience
- Politeness
- Opportunity
- Wonder
- Equality
- Respect
- Success

These values are displayed within the school. At the beginning of an academic year, each class will explore what these values mean and develop their classroom rules in accordance with this. The pupils understand that it is a fundamental value that all pupils should be treated with respect and this identifies that physical or verbal altercations which detract from the school's core values are unwanted behaviours and will result in consequences.

At Meadow View Academy, we believe that every child or young person has the right to a high quality education and that positive relationships are fundamental to enable effective teaching and learning to take place.

We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values
- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour
- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs are crucial for assessing and meeting children's needs and finding solutions.

4. Implementation

Whole School Approach:

Good organisation, lesson planning and preparation will help to create the right learning environment. Flexibility, choice and differentiation will help to support individual needs and promote positive relationships and behaviour; however, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. The school uses approaches and strategies that are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that children learn best in a supportive and nurturing environment. Positive approaches to support behaviour focus on developing positive relationships, building skills and when appropriate developmentally appropriate logical or natural consequences rather than the implementation of punishments.



To achieve this positive ethos all adults at Meadow View Academy are:

1. Calm, considered and consistent
2. Relentlessly positive and have high behaviour expectations for everyone
3. Nurturing and build relationships with unconditional positive regard for all

4. Committed to supporting regular opportunities to reflect on, repair and restore all relationships

We want to engage directly with parents to foster a positive environment in our learning community, to work together to maintain a consistent message, develop shared values and excellent home/school communication. We want to work together to address and prevent any difficulties should they arise and to build on our strengths together.

Clear Expectations:

Pupils are actively involved in the development of class charters, which supports the sustaining of high expectations and behaviours built on mutual respect.

Building Skills:

In order for the children to begin identifying, understanding and expressing their emotional state, all classes use moodmeters. Pupils are taught vocabulary associated with emotion and are supported in applying this when engaging in restorative conversations about experienced situations.

Staff at Meadow View Academy understand the importance of restorative conversations, as they will support the children in developing skills that will help them to successfully navigate challenges in the future. Staff actively support the restorative conferencing model via effective modelling. This enables pupils to draw on models to apply taught systems, skills and processes with a level of independence.

Additional Support Needs:

Where possible, staff endeavour to undertake restorative conferencing as soon as possible; however, there are occasions where this would not result in a positive outcome for all parties involved. Staff may also draw on additional strategies to support the restorative conferencing process, including, but not limited to:

- Safe space / sensory space
- Pay based connections / contexts
- Social stories
- Identifying an appropriate adult to undertake the conference.
- Taking breaks throughout the process.

In order to support pupils with additional needs to succeed within the scope of this policy, adaptations may be made on an assessment of need in line with the reasonable adjustments model adopted by the school.

When Pupils present with distressed behaviour:

The school recognises that supporting our children and young people with behaviour requires:

- Acknowledgement that all behaviour is a form of communication;
- Behaviour is often a response to a stimulus;
- Understanding that a child's own needs, or circumstances might impact on behaviour;
- Identifying any known 'triggers' and early warning signs;
- Considering the environment, body language and speech in the process;
- Intervening early if warning signs are detected to prevent a situation escalating.

When a challenging situation develops our main objective is to reduce the level of anxiety or distress. When a child is displaying distressed behaviours, we use a number of de-escalation techniques in line with our team teach training and knowledge of the child. Discussions and restorative conversations take place. We listen to children's responses and act appropriately.

Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

Professional Development:

We support all staff to develop their skills to support relationships, learning and behaviour, this includes but is not limited to:

- Use of emotion coaching models
- Implementing strategies of de-escalation in line with Team Teach training
- Restorative Practice Principles (Mark Finnis)
- Professional literature by leading behaviour management experts such as Paul Dix and Dr Bill Rogers

Involving all stakeholders:

As a school, we understand the value of all stakeholders in cultivating positive relationships and promoting positive behaviours. The school operates a person centred approach, whereby the child, their family, staff and, if needed appropriate, outside agency professionals will be involved within the process of supporting the development of positive relationships and the cultivation of positive behaviours.

Incident Recording:

All concerns of, and incidents of behaviour must be reported on the school's recording system (C-POMS), including associated actions and resolutions. Details of information shared with parents will also be recorded. Staff understand that, should they have any queries about the systems of recording related to behaviour incidents, concerns, or resolutions, they should speak to a member of the Senior Leadership Team.

5. Peer on Peer Abuse (Formerly referred to as Bullying)

Peer on Peer abuse is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Peer on Peer abuse is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Peer on peer abuse can include, but is not limited to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting (this includes homophobic, biphobic and Transphobic)
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit remarks, display of inappropriate material, inappropriate gestures, unwanted physical attention, comments or inappropriate touching, inappropriate material sent via messages.
Verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.
biphobic / homophobic	Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about, or behaviours towards, lesbian or gay people. Bi people can also be targeted by homophobic bullying if somebody thinks that they are lesbian or gay. Homophobic bullying can also include denying somebody's lesbian, gay or bi identity or refusing to accept it. Homophobic bullying may be targeted at children or young people who are, or who are perceived to be, lesbian, gay or bi. It can also suggest that someone or something is less worthy because they are lesbian, gay or bi. Homophobic bullying can be targeted at children and young people who have lesbian, gay or bi family members, and those who do not conform to gender stereotypes or

	are seen to be 'different' in some way, regardless of whether the person is actually lesbian gay or bi.
transphobic	The fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or who are perceived to be, trans or gender questioning. At Meadow View Academy, like the Stonewall foundation, we use 'trans' or gender questioning as an umbrella term to describe people whose gender identity is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This also includes and applies to persons who identify as non-binary.

6 Roles and Responsibilities

6.1 The Local Governing Body and Lighthouse Multi Academy Trust

The Lighthouse Multi Academy Trust is responsible for composing and sharing the Multi Academy Trust's written statement of behaviour principles (Appendix 1) from which this policy has been derived.

The Local Governing Body will:

- Adopt the Positive relationships and behaviour policy, and review its effectiveness.
- Advise the Executive Head Teacher about particular disciplinary issues. The Executive Head Teacher will take this into account when making decisions about specific matters of behaviour.

6.2 The Executive Head Teacher and Head of School

The Executive Head Teacher and Head of School are responsible for reviewing this behaviour policy in conjunction with the Local School Committee, giving due consideration to the school's statement of behaviour principles (Appendix 1). The Executive Head Teacher will also approve this policy.

Further to this, the Executive Head Teacher and Head of School will:

- Set out clear measures in relation to behaviour that are understood by all the school community and support staff in their implementation¹
- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work (including homework)
- Regulate the conduct of pupils (including authorise and action any suspensions)

"All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Head teachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. We are clear that we trust Head teachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'. (DfE, Behaviour in Schools Guidance, 2024)"

The Executive Head Teacher and Head of School, and staff authorised by them, have a statutory power (Education Act 1996) to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Examples of prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarettes / related items e.g. cigarette papers
- E-cigarettes / vaping devices.
- Fireworks
- Pornographic images

- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of any person (including the pupil)

The Executive Head Teacher, Head of School and authorised staff can also search (without permission) for any item banned by the school rules which has been identified in the rules as an item which may be searched for. Banned items are:

- Mobile Telephones

6.3 Staff

The roles and responsibilities of the staff at Meadow View Academy are to:

- treat all children fairly and consistently with care and respect through the application of this policy;
- work collaboratively to ensure the creation of a safe and happy environment;
- uphold the school values and apply consequences clearly and consistently in relation to the **School Escalation Ladder** (See Appendix 2);
- talk to the child concerned when expectations are not met, explaining the reasons for what is expected and ask for an apology for the person who has been wronged. The child must understand the reasons behind expectations and consequences;
- log children's misbehaviour on CPOMS system;
- be a good role model in terms of attitude, dress, punctuality and organisation;
- form good relationships with parents so that children can see all adults are working together towards common aims and agreed goals;
- School staff can seize any prohibited item found as a result of a search. They can also seize any item found which they consider harmful or detrimental to school discipline;

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents / Carers

The roles and responsibilities of parents/carers are to:

- ensure that children attend school punctually and regularly, and that children are collected on time;
- ensure that children go to bed at a reasonable time so that they are fresh for a whole school day;
- respect the school rules and remind children to do the same;
- take an active part in children's learning by giving due importance to homework, hearing children read, and attending discussions concerning their child's progress and attainment;
- accept that the responsibility for the conduct of their child is one which is shared between school and home so that children receive consistent messages;
- support and work constructively with the school when their child has received a consequence as set out in the **School's Escalation Ladder**;
- to read and sign a home/school agreement that outlines the responsibilities of the parent and school with regards to behaviour and attendance, at the beginning of each academic year;
- Report any concerns to school via:
 - o Speaking to their child's class teacher in the first instance
 - o Should the concern remain, an appointment should be made with the relevant phase leader to discuss the matter further.
 - o Should the situation remain, an appointment must be made with a member of the Senior Leadership Team (An Assistant Head Teacher, or Deputy Head of School, followed by the Head of School and Executive Head Teacher)
 - o We understand that some concerns need to be reported to the Senior Leadership Team immediately, therefore an appointment can be made by contacting the school office.

7. Pupil Code of Conduct

All pupils attending Meadow View Academy are to:

- Try their best;
- Implement the agreed values of the school;
- Adhere to agreed charters;
- Listen to adults and their peers;
- Walk sensibly and quietly around the school;

- Present their work to the best of their ability;
- Follow instructions;
- Respect the school and the resources within it;
- Treat others as they would like to be treated;
- Accept responsibility for their own decisions, actions and their consequences;
- Dress appropriately in the agreed school uniform;

8. Rewards and Sanctions

Children are now more responsible and take charge of their own behaviour. Every child in school is allocated to one of 4 houses. These are:

- Travers
- Rowling
- Walliams
- Ahlberg

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate and praise children verbally and in their marking feedback;
- Teachers give stickers to children;
- We issue purple tokens to children, either for consistently good work or behaviour, or to acknowledge outstanding effort or acts in and around school;
- Children receive special recognition from staff in School
- Children can be nominated to receive a Class Champion award. This can be for a variety of reasons;
- Children are nominated for half-termly STAR awards. This can be for a variety of reasons;
- Children are selected for roles of responsibility within the school, such as Class Ambassador, Pupil Leadership Team representative, or House Captain;

Consequences of unacceptable behaviour:

When a child decides to display unacceptable behaviour and breaches school rules, the staff member will follow the steps stated within the School's Escalation Ladder (See Appendix 2).

Our core principle is to ensure that every child is safe in school. A risk assessment model will be completed for any education based activity. The school reserves the right at any time to withdraw any pupil from an offsite visit if they are presenting high risk behaviours that brings into question the safety of the child.

Staff members will review presenting breaches of the pupil code of conduct and will identify an appropriate sanction. Sanctions for individual pupils will be shared in accordance with data protection principles and legislation. The sharing of consequences with third parties is not an agreed practice at Meadow View Academy.

Where repeated breaches of the Pupil Code of Conduct occur, specific support systems will be utilised to promote positive outcomes for individuals. These could include, but are not limited to:

- Increased structure during unstructured times;
- The construction of a behaviour support plan
- The involvement of specialist agencies (depending on presenting behaviours)

Suspension and Exclusion:

The Department for Education document 'Suspension and Exclusion Guide for Schools' (2023) states that a pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. (

A **suspension**, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Executive Head Teacher / Head of School's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a Local School Committee meeting is triggered.

It is important that during a suspension, pupils still receive their education. Meadow View Academy will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom.

A **permanent exclusion** is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The Executive Head Teacher and Head of School will use their professional judgement based on the individual circumstances of the case when considering whether to suspend / permanently exclude a pupil. The reasons below are examples, and not an exhaustive list, of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil;
- Physical assault against an adult;
- Verbal abuse or threatening behaviour against a pupil;
- Verbal abuse or threatening behaviour against an adult;
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy;
- Peer on peer abuse (formerly referred to as bullying);
- Racist abuse;
- Abuse against sexual orientation or gender reassignment;
- Abuse relating to disability.

8.1 Lunchtimes

Lunchtime supervisors are encouraged to give out stickers and house points to children demonstrating good behaviour. Inappropriate behaviour at lunchtime will result in a time out or 'cooling off' time. If a lunchtime supervisor thinks the behaviour is persistent or serious enough, the child is then referred to the school's Learning Mentor. The child will be removed from the playground by the Learning mentor and taken to an appropriate area to provide support and address the concern. The child's class teacher will also be informed.

Persistent inappropriate behaviour may result in exclusion at lunchtimes. This will be decided at the discretion of the Executive Head Teacher, Head of School, or a nominated member of the Senior Leadership Team, following a complete review of the reasons for exclusion at lunchtimes. Parents will be informed of this decision.

8.2 Offsite Behaviour

The behaviour policy also applies to the children who represent the school during out of school activities. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, or if they bring the school into disrepute. School reserves the right to not allow children to attend after school clubs or other school related activities, such as school discos, if behaviour does not meet the agreed expectations.

Where behaviour deemed to compromise the safety of an individual is reported to the school, staff will take appropriate action in order to ensure the safety of those involved, or if an individual is deemed to be breaking the law.

A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

8.3 Sexualised and Sexually Harmful Behaviours

All behaviours that are considered to be sexualised, or sexually harmful, will use The Hackett continuum of identified behaviours published by the NSPCC to identify grades / severity of behaviours and associated actions for both the perpetrator and recipient (See Appendix 3).

9. Inclusive Practice

9.1 Special Educational Needs

The school recognises its legal duty under the Equality Act (2010) to prevent pupils with a protected characteristic from being at a disadvantage. Meadow View Academy is an inclusive school and recognise that, for a small number of pupils whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an Individual Behaviour Plan agreed between the pupil, staff and parents. The support of outside agencies may be sought where appropriate, in particular OWLs Behaviour Support Service or Educational Psychologist.

9.2 Drug and Alcohol Related Incidents vs Agreed Medications

If a child needs medication to be administered during the school day the parent or guardian should notify the school and ask permission for the medication to be given. This should be taken directly to the school office for safekeeping and consent forms should be completed by the parent/carer. Any medication needed by a child while in school must be taken under the supervision of an office staff member, teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a suspension. If the offence is repeated, the child could be subject to a permanent exclusion; relevant outside agencies will be informed throughout these processes. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Executive Head Teacher and Head of School.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. If the offence is repeated, the child could be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child could be permanently excluded from the school. The Police and social services will also be informed.

10. Pupil Transition

To ensure a smooth transition to the next academic year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the relevant support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be

shared with new settings for those pupils transferring to other schools. This data is shared in accordance with data protection guidelines (GDPR). Further details can be found in the school's data protection policy.

11. Training

At Meadow View Academy specific staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely, if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Should this occasion arise children and staff will be given time to reflect, record and find a different way to deal with difficult situations in the future. Records regarding the concern which led to the de-escalation being required are kept and parents or carers are informed.

12. Monitoring Arrangements

The Executive Head Teacher and Head of School, along with the Senior Management Team monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements or changes.

The school keeps a variety of records concerning incidents of unacceptable behaviour.

The school keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

13. Engaging Positively Online

Online Safe Behaviour in School

The school's current acceptable use policy and E-safety policy remains applicable. The school monitors children and staff use online through via a Local Authority Monitoring system and the Designated Safeguarding Lead receives notification of concerns via e-mail. Any concerns are then investigated and appropriate actions taken. Children are supervised using laptops and only set work using teacher approved sites. Should the need arise, direct or whole class work will be undertaken to ensure that pupils develop and maintain positive engagement when online.

Online Safe Behaviour at Home

The school staff set work through Google Classroom. If interacting with other children or staff online, children (and staff) should always be kind and respectful to one and other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously. This is also the case of for any online peer on peer abuse towards other pupils or peer on peer abuse that is disclosed to the school during this time.

14. Links with other Policies

This policy should be read in in conjunction with:

- Care and Control Policy
- Safeguarding Policy
- Equality Policy
- Special Educational Needs Policy
- SEND Information Report

15. Appendix 1: Statement of Behaviour Principles

All stakeholders at Meadow View Academy strive to create a caring, stimulating and secure environment in which staff and pupils can work and play safely.

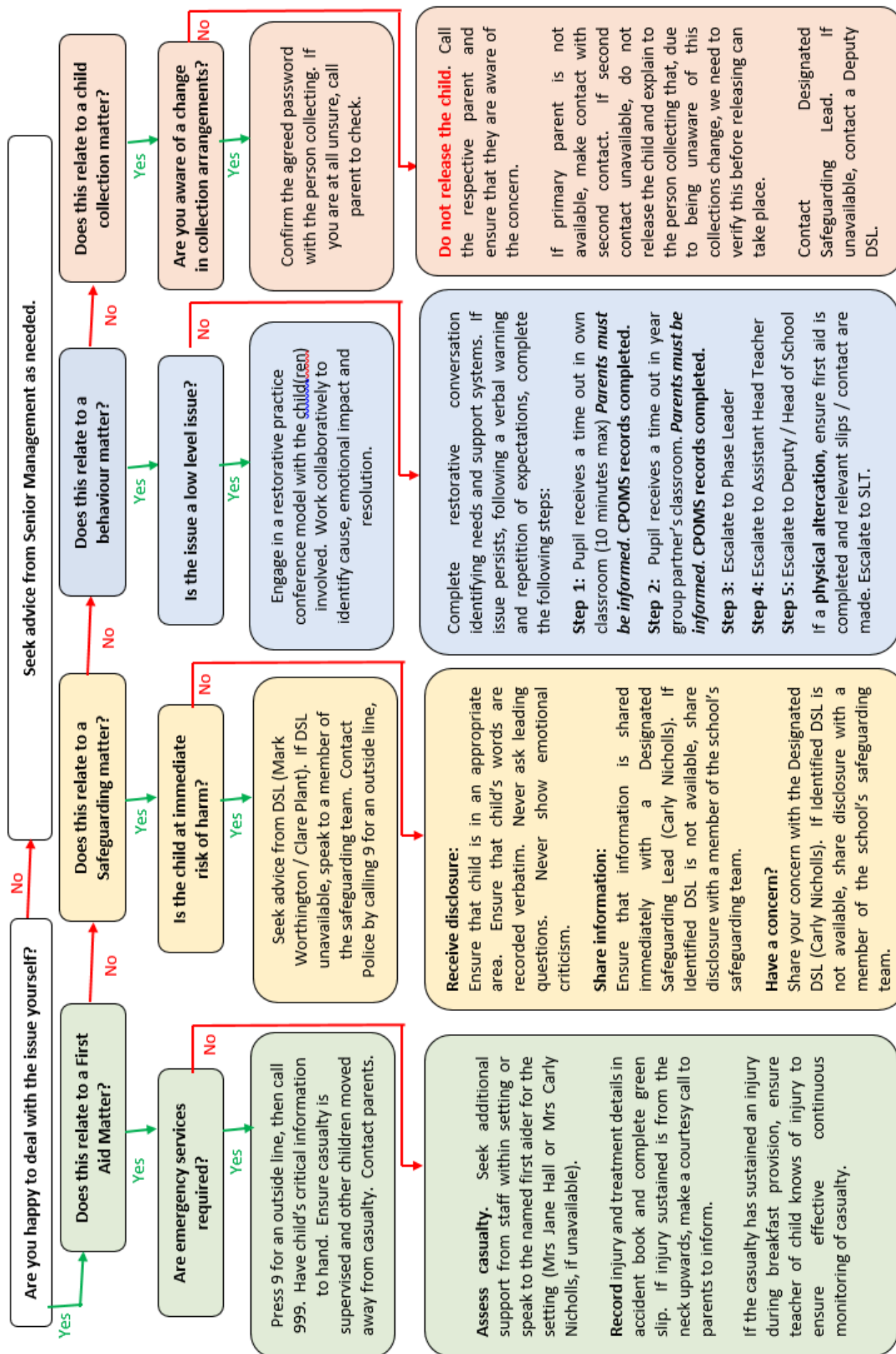
As a school, we actively promote mutual respect by highlighting all aspects of good behaviour and minimising unacceptable behaviour by applying school rules positively and consistently.

We encourage and reward good behaviour whilst realising there are consequences to unacceptable behaviour.

Meadow View Academy encourages the involvement of parents/carers in the development of their child.

16. Appendix 2: Escalation Ladder

Protocol Flowchart



17. Appendix : Hackett Continuum of Sexualised Behaviours

Developmentally typical		Problematic		Harmful	
Normal		Inappropriate	Problematic	Abusive	Violent
• Developmentally expected and socially acceptable behaviour • Consensual, mutual and reciprocal • Decision making is shared		• Single instances of developmentally inappropriate sexual behaviour • Behaviour that may be socially acceptable within a peer group but not in wider society • May involve an inappropriate context for behaviour that would otherwise be considered normal	• Developmentally unusual and socially unexpected behaviour • May be compulsive • Consent may be unclear and the behaviour may not be reciprocal • May involve an imbalance of power • Doesn't have an overt element of victimisation	• Intrusive behaviour • May involve a misuse of power • May have an element of victimisation • May use coercion and force • May include elements of expressive violence • Informed consent has not been given (or the victim was not able to consent freely)	• Physically violent sexual abuse • Highly intrusive • May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator • May involve sadism
How to respond • Although green behaviours are not concerning, they still require a response • Listen to what children and young people have to say and respond calmly and non-judgementally • Talk to parents about developmentally typical sexualised behaviours • Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse • Signpost helpful resources like our 'Talk PANTS' activity pack: nspcc.org.uk/pants • Make sure young people know how to behave responsibly and safely		How to respond • Amber behaviours should not be ignored • Listen to what children and young people have to say and respond calmly and non-judgementally • Consider the child's developmental age as well as their chronological age, alongside wider holistic needs and safeguarding concerns about the problematic sexualised behaviour • Follow your organisation's child protection procedures and make a report to the person responsible for child protection • Your policy or procedure should guide you towards a nominated child protection lead who can be notified and will provide support • Consider whether the child or young person needs therapeutic support and make referrals as appropriate	How to respond • Red behaviours indicate a need for immediate intervention and action • If a child is in immediate danger, call the police on 999 • Follow your organisation's child protection procedures and make a report to the person responsible for child protection • Your policy or procedure should guide you towards a nominated child protection lead who should be notified and will provide support • Typically referrals to children's social care and the police would be required. Referrals to therapeutic services should only be made once statutory services have been informed and followed due procedures		