Policy and Guidance

Responding to

Problematic Behaviours

Approved by[1]	
Name:	Wendy Kendal
Position:	Chair of Governors
Signed:	*Wendy Kendall.*
Date:	September 2024
Review date[2]:	September 2025

Victoria School

Responding to Problematic Behaviours.

Categories of Problematic Behaviors.

- **Peer on Peer** (*this term is no longer used in Keeping Children Safe in Education*)
- **Child on Child**
- **PSB Problematic Sexual Behaviour.**
- **HSB: Harmful sexual behaviour?**

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

- **Peer-on-peer** sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development.
- **Child-on-child** sexual abuse is a form of HSB that takes place between children of any age or stage of development.
- **Problematic sexual behaviour (PSB)** is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse

Children and young people typically display a range of sexualised behaviours as they grow up. However, some may display problematic or abusive sexualised behaviour. This is harmful to the children who display it as well as the people it's directed towards. Everyone who works or volunteers with children should be able to distinguish developmentally typical sexual behaviour from sexual behaviours that are problematic or harmful. This will help you respond appropriately and provide children and young people with the right protection and support.

It's important that everyone who works with children and young people have a good understanding of how children develop sexually. This can help you recognise which sexual behaviours are developmentally typical and identify if a child is displaying behaviour that is problematic or harmful

Understanding Hackett's sexualised behaviour continuum

Hackett's continuum presents sexualised behaviour as a range from 'normal' to 'inappropriate', 'problematic', 'abusive' and 'violent' (Hackett, 2010[1])

Developmentally Typical	Problematic		Harmful	
Continuum of Sexualised behaviour				
Normal	Inappropriate	Problematic	Abusive	Violent

Developmentally typical (green) behaviours

NSPCC, use the term 'developmentally typical' to describe behaviours that are green on the continuum – but you might also hear green behaviours called 'healthy', 'normal' or 'developmentally expected'.

Green sexual behaviour:
- is developmentally expected and socially acceptable
- is consensual, mutual and reciprocal
- involves shared decision making.

Problematic (amber) behaviours

NSPCC, use the term 'problematic sexual behaviour' (PSB) as an umbrella term for all amber behaviours. On the Hackett continuum, amber behaviours are described as 'inappropriate' or 'problematic'.

Inappropriate behaviour

- Single instances of developmentally inappropriate sexual behaviour.
- Behaviour that is socially acceptable within a peer group but would be considered inappropriate outside that group.
- Generally consensual and reciprocal.
- May involve an inappropriate context for behaviour that would otherwise be considered normal.

Problematic behaviour

- 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.

Harmful (red) behaviours

Red sexualised behaviours are harmful to the child who displays them, as well as the people the behaviour is displayed towards. NSPCC refer to all red sexual behaviours as 'harmful sexual behaviour' (HSB). Hackett divides these into 'abusive' and 'violent' behaviours.

Abusive behaviour

- Intrusive behaviour.
- May involve a misuse of power.
- May have an element of victimisation.
- May use coercion and force.

How we monitor, record and manage incidents at Victoria School.

If a child is displaying problematic or harmful sexual behaviour **(PSB or HSB),** it can be difficult to know how to respond so that we are balancing the needs of everyone involved. We recognise that we need to act immediately and appropriately to support and protect any children who have displayed PSB or HSB and those who have been impacted by the behaviour.

- **Any pupil whose behaviour is presenting as any of the above categories of concern MUST be reported to the DSL team immediately and this would include sexualised language and online inappropriate behaviour through any media.**

- **Senior leaders/DSL will use the categories above and the model continuum for sexualised behaviour to decide on the course of action. (Appendix 1)**

- **All incidents will be accurately recorded on CPOMS and marked as SEXUAL.**

- **Parents/Carers will be informed and supported towards the course of action required.**

- **External agencies (Police) (Safeguarding Hub) will be informed and incidents logged.**

- **Advice and support will be followed up and delivered which may** Involve support agencies to deliver sexual exploitation and online abuse programs through providers such as Safety Net and Pac Man.

- **School may be requested to deliver more specific programs to young pupils such as "Lets Talk Pants"**

CPOM records and other internal records will be monitored to establish patterns of behaviour and specific pupils.

Victoria School use the **National Online Safety** to deliver guidance and training for Governors and Leadership along with training for all staff and curriculum program for pupils from 3-11. This ensures that there is a consistent developmental approach to the Online Safety information provided.

The schools Sex and Relationship, Sex and Health Education is delivered through NOS, Jigsaw and Kidsafe, which addressed age appropriate developmental approach to sex and relationships. Elements of the RHSE program are delivered in greater detail in Y5 and with parental acknowledgement and agreement.

Online Sexualised behaviour is monitored and when any behaviour is brought to our attention, even from external sources the school takes immediate action. Any reports from external sources are asked to email a screen shot, if appropriate, and this is then shared with the pupils concerned and the parents/carers.

- **With consent from parents or pupils, staff access the mobile/device for information which is then discussed with the pupils concerned and their parent/carers.**

- **All reports are accurately recorded on CPOMS.**

- **Discussion with parents determines the actions required.**

- **Reports are made to external agencies if required for further investigations.**

- **Internal or External Support actions are taken.**

Additional external training is undertaken by Senior Staff and DSL's to ensure that they maintain the highest level of current information.

Apart from the Annual detailed training undertaken by staff, regular Safeguarding meetings are held during and after-school to keep the staff updated.

Victoria School have a zero-tolerance policy towards all inappropriate behaviour and have developed a culture which aims to ensure that all staff take responsibility for the safeguarding of pupils, including identifying and reporting all levels of concerning problematic behaviour.

Staff must also consider the profile they present online and, in the community, which may reflect upon the school in a negative way.

(Appendix 1): Model continuum for sexualised behaviour

This model relates exclusively to sexualised behaviour and is not exhaustive. The Brook Sexual Behaviours Traffic Light Tool can also be very helpful in identifying sexual behaviours by children. Staff should always use their professional judgement and discuss any concerns with the Designated Safeguarding Lead (DSL). Where an (alleged) incident involves a report of sexually harmful behaviour (SHB), staff should consult Part five of the DfE's statutory guidance Keeping Children Safe in Education . Reference should also be made to the NSPCC guide Understanding sexualised behaviour in children.

	Healthy	Problematic	Harmful
1. Type of sexual behaviour	Age appropriate, mutual, exploratory	Not age appropriate, sexualised language, touching under clothing	Penetrative, aggressive, violent, highly coercive
2. Context	Open, spontaneous, playful, light-hearted	No secrecy or force but other child/ren are uncomfortable	Planned, secretive, elements of threat or coercion
3. Child's emotional response when challenged	Embarrassed, takes responsibility, understands the impact on others	Ashamed, may struggle to accept responsibility but can show empathy / remorse	Angry, denying, aggressive – cannot take responsibility, blames others
4. Response of other children / adults	Engaging freely, happy, may be embarrassed	Uncomfortable but not fearful	Unhappy, distressed, frightened – possible physical injuries
5. Relationship between the children	Similar age / ability, would normally play together	Would not normally play together and / or one child may be more in control than the other	Clear power differences – age, size, status, gender, strength, personality, ability
6. Frequency of the behaviour	Ad hoc or single incidents	Intermittent but may be increasing in frequency	Frequent and disproportionate to other aspects of their life
7. Persistence	Behaviour is ad hoc and the child is easily diverted	Recurring behaviour and difficult to distract / deter but child is responsive	Compulsive / cannot be distracted / appears to be a means to gain comfort or attention
8. Background information	No known concerns	Few or some concerns about the family / other difficult behaviours	Poor attachments / previous abuse / trauma / fire setting / abuse of animals / poor peer relationships

Responses can be 'plotted' on the graph above to reach a decision across all 8 areas of behaviour

Reviewed: November 2023