

Welburn Hall School



Behaviour Policy

Taking note of statutory guidance:

- 'Behaviour in Schools' February 2024
- Suspension and Permanent Exclusion Guidance- Updated August 2024
- 'Creating a Culture' March 2017
- Anti-bullying Alliance guidance
- 'Mental health and behavior in schools' November 2018
- KCSIE 2024

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Review Period: Yearly

Next review Due: September 2025

Adopted by Governors: September 2024

Reviews:

December 2024 (to include relational policy update)

September 2024

September 2023

September 2022

October 2021 update (to include Team Teach and statement of principles)

8 June 2020 (includes Appendix 6: Coronavirus addendum)

Legislation and statutory requirements:

This policy takes note of the Department for Education (DfE) guidance on:

- <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- <https://www.gov.uk/government/publications/school-exclusion>
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting learners with medical conditions at school](#)

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 learners.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate learners' property.
- [DfE guidance](#) explaining that: maintained schools should publish their behaviour policy online, must promote good behaviour, self-discipline, respect and regard for authority. It must set an acceptable standard of behaviour, prevent bullying and ensure that pupils complete assigned work.

1. Context:

Welburn Hall School is a maintained North Yorkshire Specialist School. We educate children from the age of 8 to 19 years old. We are recognised by the National Autistic Society as a 'specialist setting'. We admit learners with the following needs: MLD (moderate learning difficulties), SLD (severe learning difficulties), SpLD (specific learning difficulties). At any one time, approximately 45% of learners have autism as a 'primary' need and 60% of our learners have a diagnosis of an ASC (autistic spectrum condition) along with other learning needs. As of September 2024, 35% of learners' primary need is 'Speech, language and communication need'.

Underpinning this policy and all the approaches is a deep understanding of the benefits of 'mindful compassion' as an underlying philosophy, staying abreast of all updates in research in neuroscience/interpersonal neurobiology. This understanding is based on the work of renowned international experts such as Prof Paul Gilbert and Dr Dan Siegel amongst many others.

We are a 'National Nurture School', accredited in December 2024 and emphasise Nurture Principles and believe in a relational approach. We adopt a therapeutic and personalised approach to teaching and learning and the entire curriculum offer.

We are an 'Emotion Coaching' school and have staff with Thrive Practitioner experience, as well as extensive use of the Zones of Regulation approach.

We seek to develop learner competence in self-regulation of behaviour, including that which promotes effective learning. It is our responsibility to establish and maintain 'good order' in school and this has to be worked for.

We have zero tolerance of any form of bullying and use guidance from the Anti-bullying Alliance to teach learners about bullying. There is a strong culture of Learner Voice in school and 'learner ambassadors' who work with staff and the Headteacher to encourage this positive anti-bullying/zero tolerance culture. We accept the definition of bullying as:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

(ANTI-BULLYING ALLIANCE - Definition of bullying)

We acknowledge our responsibility 'beyond the school gate'; in our setting this tends to be limited to online peer-to-peer negative behaviour, for which we also adopt a zero-tolerance approach and work diligently with staff, learners and parents to work together to combat the external influences of social media including gaming.

In order to support the development of this self-regulation in learners and to encourage staff to co-regulate, we adopted and continue to develop a relational approach based on the latest neuroscience. It is an 'attachment and trauma-aware', research-based, compassionate approach to behaviour management, both adult and learner.

We have trained staff to be leaders in Nurture Group provision and have classes that are specific Nurture Groups, for instance for those with dominant SEMH needs. Nurture practice is embedded across all classes, with the use of Boxall profiling as a key tool in assessing and managing learning behaviours and needs in the classroom. The school is being accredited by the Nurture Group Network (Autumn 2024).

We have a common belief about behaviour which is that **all behaviour is communication**. All 'behaviour' tells us something about how the environment is impacting on how the learner is feeling and we seek to understand and manage this with compassion.

We understand that the environment we provide, can and does add to positive or negative feeling. Adults control the environment therefore we have the responsibility to manage ourselves and the environment to the best of our ability to keep learners feeling safe and belonging.

Our school is committed to creating and supporting the very best possible relational health between: parent and child, learner to learner, learner to school staff, staff to staff, staff to senior leadership, staff to external agencies.

To this end we are committed to educational practices which:

Protect - Relate - Regulate - Reflect.

These are defined below:

Protect:

- Increased 'safety cues' in all aspects of the school day, for example meet and greet off taxis, at transition times
- School staff trained/informed in 'PACE' modes of interaction (Hughes 2015): being playful, accepting, curious and empathic
- School staff to ensure that interactions with learners are socially engaging not socially defensive
- A whole school commitment to cease using harsh voices, shouting, put-downs, criticisms, shaming
- Staff will 'interactively repair' the occasions when they themselves move into defensiveness

- Use of pedagogic interventions and training that help staff know learners better on an individual basis for example, 'I wish my teacher knew'
- All learners to have access on a daily basis to at least one named emotionally-available adult (keyworker)
- Staff adjust expectations of learners to accommodate their developmental stage, capacity and experience of traumatic stress (be that current or historic)
- If needed, removing learners in a kind and non-judgemental way from situations they are not managing well
- Clear, confidential and non-shaming systems for self-referral for help and talk time
- Ongoing nurturing of staff so that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement.

Relate:

- All staff trained in 'Emotion Coaching' and specifically relating to learners in terms of the four key relational needs for secure attachment: affect attunement, empathy, soothing and containment
- Whole school commitment to enabling learners to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame
- Providing ongoing opportunities for learners to have time with emotionally available adults at school to enable them to make the shift from 'blocked trust' (not feeling safe with others) to trust and from self-help to 'help seeking'.

Regulate:

- Interventions (planned and spontaneous) designed to be therapeutic, enabling learners to feel calm, soothed and safe. This will also support learning
- Evidence-based nurturing and regulatory interventions that aim to repair psychological damage
- Emotional well-being of staff is treated as the highest priority as this will also prevent burn-out, stress-related absence and promote effective self-regulation
- Designated staff-only spaces will be in place

Reflect:

- Staff trained in the art of deep listening, dialogue, empathy and understanding
- Support given to enhance the skills and resources to parents and staff to have meaningful empathic conversations
- Given the vast range of educational needs and abilities, age and aptitude of our learners, resources will be provided that are not reliant on the ability to verbalise feelings or experiences, be that due to ability or trauma (or both)
- PSHE informed by the latest research on mental health, ill-health and relational health; family, parenting, intimate relationships and tools for 'how to do life'.
- Staff trained to help learners move away from externalising their painful life experiences, to (in their own way) reflecting on those experiences through empathic conversations
- A behaviour policy that is not based on punishment, sanctions and isolation.

Suspensions and Exclusions: whilst most unintended consequences of learner behaviour would come within one of the above-mentioned approaches, the final consequence available is one of suspension or exclusion. As described above, this is to be used only rarely and in response to very serious incidents which are either part of a long-standing problem, where all avenues have been tried or incidents which have impacted seriously on the lives and well-being of others. The school aims always to work with learners and parents and therefore avoid the possibility of permanent exclusion, except in extreme circumstances. At all times, we will adhere to the relevant guidance (August 2024 updated guidance ‘Suspension and Permanent Exclusion’)

2.1 We expect that all staff observe some core principles when faced with such a situation:

- Follow the scripts! (Emotion Coaching, Team Teach,)
- Make a dynamic risk assessment. This means asking yourself; who is at risk? What one thing can be done to reduce the risk of this happening? Is RPI required to keep anyone safe? De-escalate the situation.
- Manage yourself - set your professional mindset - it is not you personally responding. This is where your training needs to take over (imagine an emergency services response). Check your face and body language are neutral
- Manage the environment - get support if you can to remove other children, items that might be thrown, guiding the child or young person away using simple options. This will increase the likelihood of a successful and dignified resolution.
- Focus on what you want to happen and don't respond to secondary behaviour
- Change face at the first opportunity
- Record the incident on CPOMS; **always be alert for whether there is also a safeguarding element to the incident and when you suspect any learner is vulnerable as a result, record this in CPOMS as a cause for concern**
- The need to talk following an incident is normal and indicates you are a reflective practitioner. Find any member of SLT or support within your team. All staff should be happy to help. (Emotion Coaching and Team Teach resources will help)
- If you are a witness to an incident; help or move on. Staff flocking can escalate the learner
- Find opportunity to spend time with the learner as soon as possible - we need to communicate that once incidents are done they are done.
- **Every day is a new day and a fresh start: stay in the 'now'. Do not revisit old issues or in your interactions, anticipate future issues. Unconditional, positive regard for learners at all times is key.**

3 Learners with individual behavior plans/needs

Principles:

3.1 Welburn Hall School acknowledges that this policy must reflect its role as a special school and that it should make provision for the individual needs of its learners in respect to behaviour. Some learners will display types of behaviour which result from their condition, and these should be considered along with any other form of need.

3.2 Such particular needs must be established systematically and decisions about responses to their behaviour made by teams rather than individuals. Where necessary, a behaviour plan (see

appendices for examples) will be in place for any child or young person who needs one. We use a variety of planning tools, including using NHS plans and resources from our Educational Psychologist.

3.3 Any member of staff may raise their concerns about the behaviour of a particular learner, but the behaviour policy must be followed.

3.4 The teacher and key worker within the class team are at the centre of the behaviour support process, and should be informed of any concerns or possible need to convene a behaviour planning meeting.

3.5 The teacher has responsibility for management oversight of what must be detailed within the plan and appropriate methods of RPI identified, should that be deemed necessary.

4 Restrictive Physical Intervention (RPI)

4.1 Background:

As asserted above, it is important to acknowledge the importance of good relationships and good teaching/learning, which underpin the good social/emotional development of all learners. Therefore, this section of policy should be read in conjunction with our policies on: Equalities, Teaching and Learning and SEND.

4.2 Rationale:

The vast majority of learners at Welburn Hall School behave very well and make progress. However, in order to fulfil our duty of care to all learners, prevent harm and maintain a safe /secure learning environment, as a last resort, we may need to physically hold (restrain) a learner for his /her own safety.

This policy covers those situations where incidents are foreseeable and school has planned interventions which are agreed and supported by parents/carers; and are monitored through Care Plans or Behaviour Support Plans.

It does not cover emergency situations which cannot reasonably be planned for in advance, however in these circumstances we will at all times follow statutory guidance.

4.3 Principles:

We may restrain a learner, if that learner is at risk of:

- causing significant harm to himself /herself,
- or to other learners /adults
- causing a significant disruption to learning
- causing serious destruction of school property.

Staff should also refer to LA/DfE Guidance. There is no legal definition of when it is reasonable to restrain a learner; that will always depend on the precise circumstances of the individual learner. However, to be lawful, the force used needs to be the minimum necessary

and be in proportion to the consequences that it is intended to prevent.

We are working closely with Team Teach as an organisation and at any one time, we will seek to maintain staff who are trained trainers for Team Teach. Attached are the 'holds' and descriptions of RPI advocated by Team Teach. There is a rolling programme of training for all staff which is outline in induction meetings and on the school calendar.

Teams folders in school contain all the training materials for staff to access, including links to visual/videos of specific holds. Appendix 4 contains the Team Teach script and Appendix 7 outlines holds.

4.4 We must always take account of any SEND that a learner may experience. We will comply with the two key duties under the Equalities Act 2010 (reinforced in Behaviour in Schools July 2022):

- a) not to treat a disabled learner less favourably, for a reason relating to his/her disability, than someone to whom that reason does not apply, without justification, and
- b) to take reasonable steps to avoid putting disabled learners at a substantial disadvantage to learners who are not disabled (reasonable adjustments duty).

4.5 Trained staff may use physical prompts and guides to lead a learner from one area of the school to another to prevent a situation from escalating or to ensure the learning of the majority is not significantly disrupted.

The staff to which this power applies are defined in section 95 of the Education and Inspections Act 2006. They are:

- c) any teacher who works at our school, and
- d) any other person whom the Head Teacher has specifically authorised, which in Welburn Hall is all teaching assistants, Care staff and Business Support staff.

4.6 It is the responsibility of each member of staff to make an assessment of the particular circumstances. Staff will need to know the contents of this policy and decide whether they feel they are capable of managing the situation alone and if physical intervention is required. Wherever possible, clearly and calmly, explain to the learner what action you intend to take. Never personalise the challenging behaviour or the action.

4.7 Where it is possible, more than one member of staff should be involved

4.8 Ideally where a member of staff is physically managing a learner of the opposite sex, a member of staff of the same sex as the learner should be present from the earliest time possible.

4.9 At the conclusion of any incident, the learner and member/s of staff involved should be offered support to reflect on the circumstances and mediate a best way forward with the learner.

5 Recording

5.1 All incidents of restraint will be recorded in school's physical intervention log in CPOMS, be reported to parents as soon as reasonably possible, but always within 24 hours, and monitored

regularly (half termly) by the Headteacher and reported on to the governing body each term.

6 Responding to complaints:

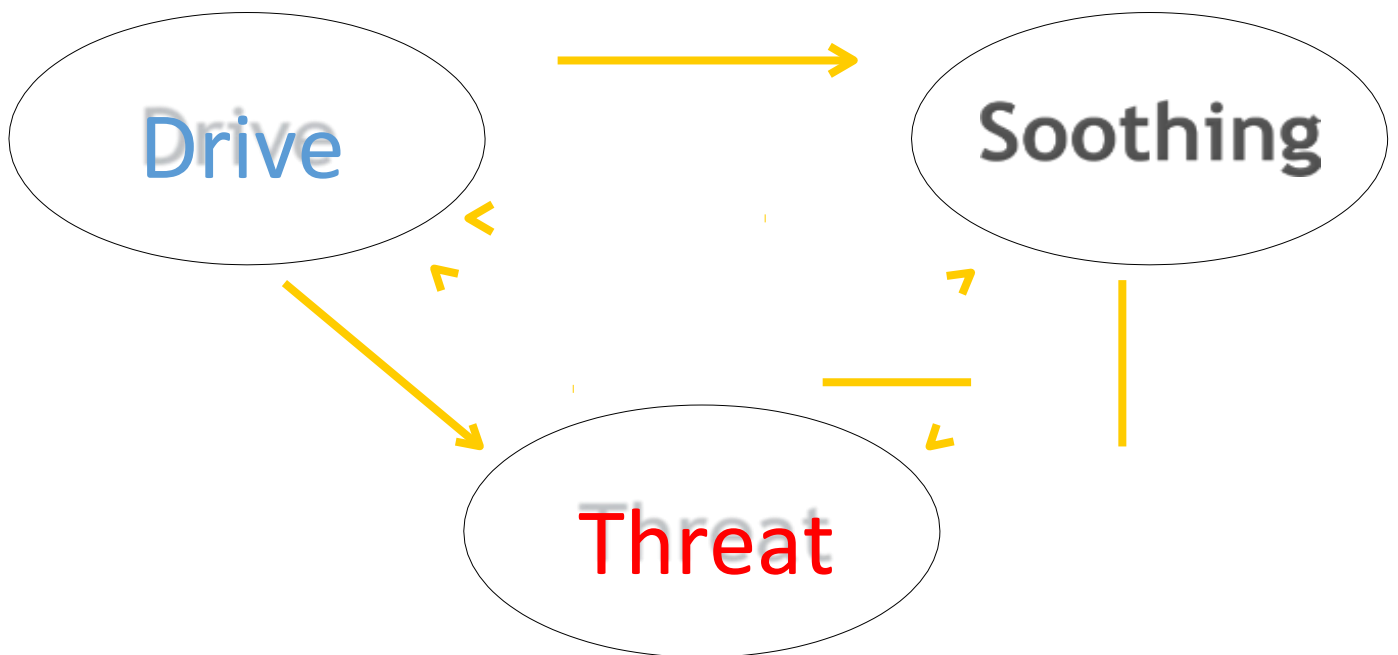
The use of RPI can lead to allegations of inappropriate or excessive use. In the event of a complaint being received in relation to the use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff, (Ref: Child Protection Policy).

- Please refer to LA Guidance on the Use of RPI (for further guidance).
- Please refer to appendix on searching, screening and confiscation and link above

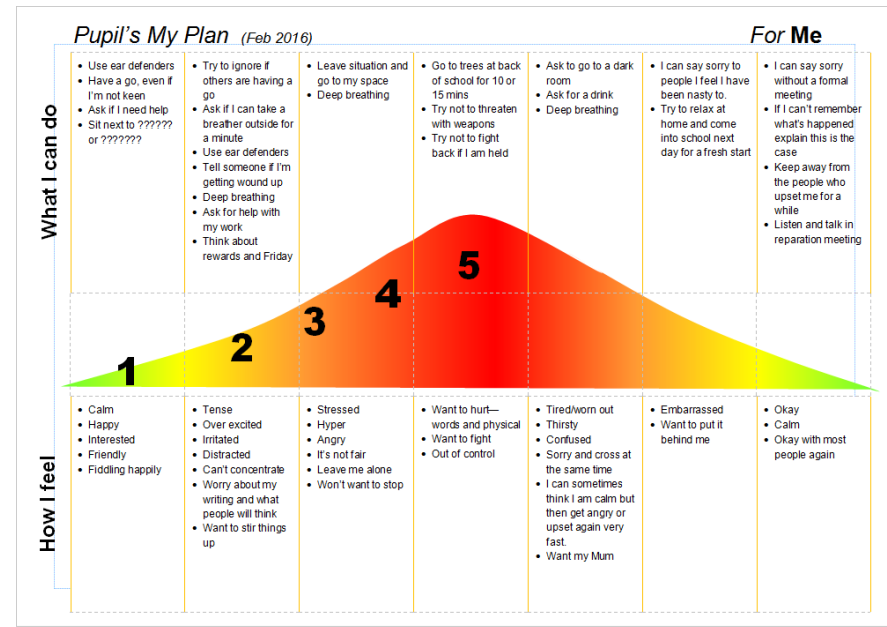
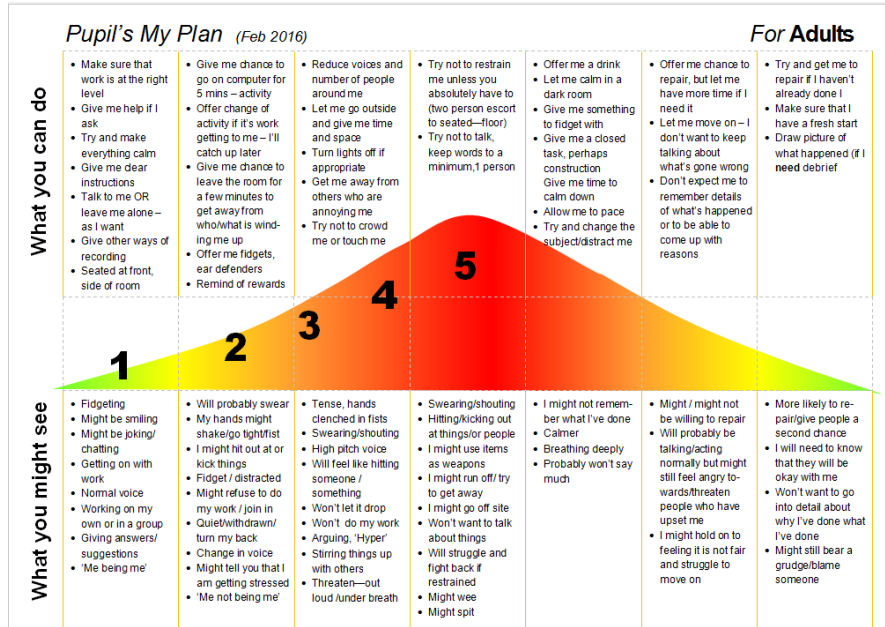
7 Harmful Sexual Behaviour and Child on Child Abuse:

Allegations of Harmful Sexual Behaviour (HSB) and Child on Child Abuse Allegations of a pupil demonstrating Harmful Sexual Behaviour and/or child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy. The school will, in most cases, engage with both the victim and the alleged perpetrator's parents when there has been a report of HSB/Child on Child abuse, unless to do so will heighten the risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support. Every effort will be made to ensure confidentiality is maintained while an investigation is underway. Referrals to Children's Social Care/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy. Staff are supported in recognising Harmful Sexual Behaviour using the following the Hackett Continuum from the NSPCC.

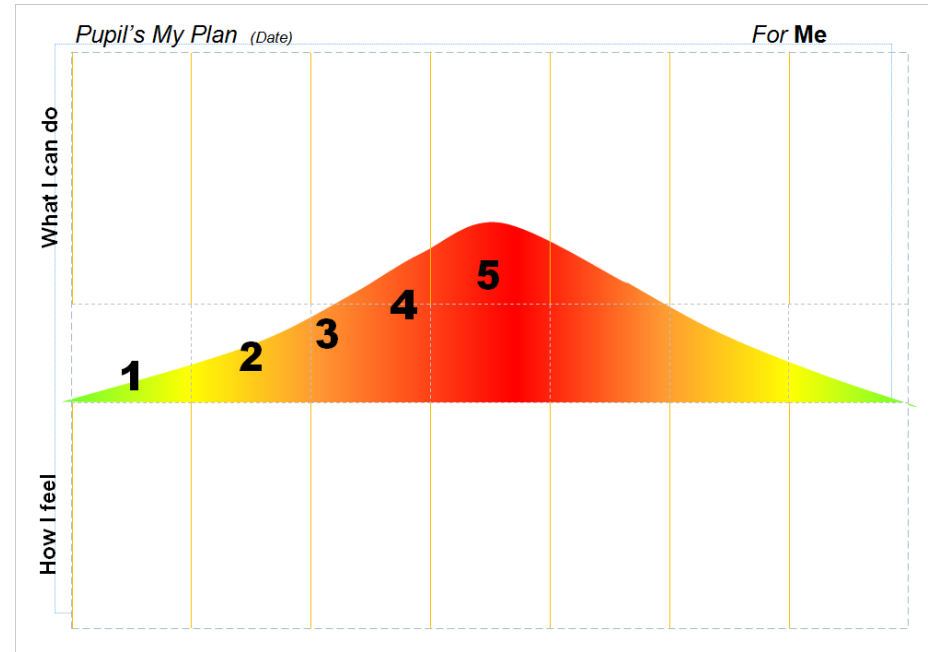
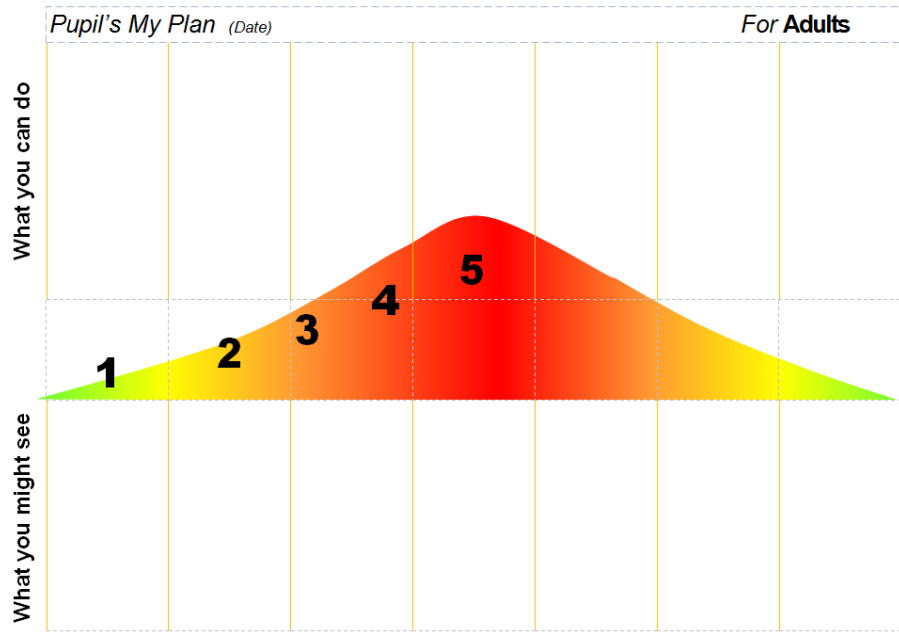
The 3 Circles: a mindful compassion approach -this graphic supports learning to bring online our brain's soothing system and dampen our threat systems over time reducing anxiety and dysregulation



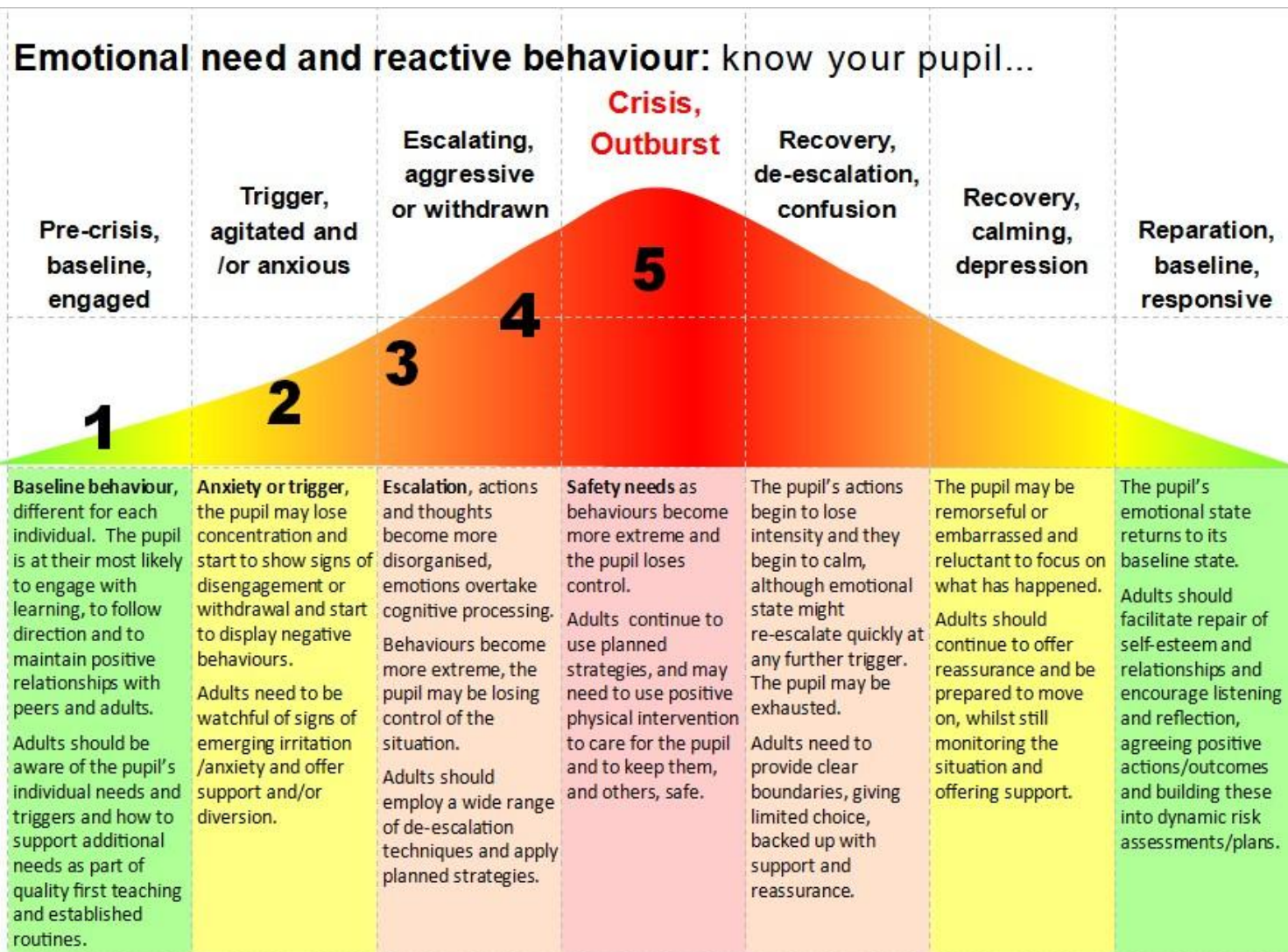
My Plan Example - Appendix 2a



My Blank Plan - Appendix 2b



Emotional Needs - Appendix 3



HELP SCRIPT - example

Helping a learner:

Behaviour is a language. Our function is to provide help for learners and for each other. This help script is aimed at lowering/defusing anger or anxiety in our services users.

1. **“John.”** Use the child’s name, it will help make a connection and engage their attention.
2. **“John. I can see you are upset.”** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as; anger or annoyed, as this may escalate the situation.
3. **“I am here to help.”** This is a statement of your intention, simply, you are there to help. It’s worth remembering that a conscious effort must be made to ensure your para verbal and body language give the same message.
4. **“How can I help? What do you need right now?”**
5. **“Talk and I will listen.”** This statement begins to provide the learner with some direction together with securing our function.
6. **“John. Come with me, let’s go to the...”** Continue to provide the service user with some direction. Removing them to an area of neutrality to discuss the issue and continue the calming process.

If the learner is pacing, staff should avoid walking back and forth, shadowing the young person. This can feel extremely intimidating. CALM stance and body language is essential, as is awareness of staff’s proximity to the services user’s personal/dangerous space. You should be at least your arm’s length away from the learner, unless it is necessary to engage with them physically. Remember to speak clearly & confidently and remain calm.

Helping a colleague Seeking help should always be considered as a sign of professional strength. Moreover, as professionals we should allow others to offer and accept help, particularly at times when our own interventions may be unsuccessful.

The words **“help”** and **“more”** should act like flash cards for staff. It has to be established within the culture of the setting, that help & support framework is something we all do for each other, staff & learners.

- 1) **“Mr Smith, I am available to help”** The member of staff makes a clear statement announcing they are there to help.
- 2) **“Thank you Ms. Jones, you can help by..!”** This member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class). But more importantly they at this point retain autonomy over the situation.
- 3) **“Mr. Smith, I am available for more help.”** The word ‘more’ should provide a pause point for the member of staff currently dealing with the learner (in this example, Mr. Smith). At times, as professionals we need to recognise that some interventions are unsuccessful, and/or may escalate situations. Therefore, the professional judgments and support of our colleagues should be accepted.
- 4) **“What do you suggest Ms Jones?”** The focus here should be on team help, autonomy is passed over allowing the member of staff to suggest an alternative strategy.
- 5) **“How about if I sit with John.....and I’ll catch up with you later.”** This example provides us a subtle way of helping a colleague out of a situation with respect and dignity. It is important that we “catch up with” them later, to provide feedback and discuss outcomes.

Appendix 5

SEARCHING, SCREENING AND CONFISCATION

Power to Search without Consent

Under article 8 of the European Convention on Human Rights learners have a right to respect for their private life. In the context of these particular powers, this means that learners have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

Staff may only search a learner's belongings without consent if there is good reason to believe that a learner has in their possession any item which are 'prohibited items' or has the potential to cause harm to themselves or others i.e.:

- knives and weapons
- alcohol
- illegal drugs
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to school property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Does not belong to him/her e.g. stolen items.

Permission must be obtained from the Headteacher before any search is carried out. They must be satisfied that failure to carry out the search will put at risk the welfare of the child, or others and will decide when the learner is to be informed of the search.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item

Staff should seek permission from the young person and allow them to be present when the search is made (unless to do so would compromise safety.) At least two members of staff must be present during any search, one of whom should be a member of the school's senior leadership group.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Staff conducting a personal search should be the same sex as the learner being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the learner being searched. The person conducting the search may not require the learner to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the learner has or appears to have control - this includes, desks, lockers and bags.

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a learner's property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Following the search the Headteacher will decide whether any further action is necessary. However, legislation sets out what must be done with prohibited items as a result of a search. A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of **alcohol** as they think appropriate but this **should not include returning it to the learner**. Where they find **controlled drugs**, these **must be delivered to the police** as soon as possible but may be disposed of if the person thinks there is a good reason to do so. Where they find **other substances** which are not believed to be controlled drugs these **can be confiscated** where a member of staff believes them to be harmful or detrimental to good order and discipline. Include: for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find **stolen items**, these **must be delivered to the police** as soon as reasonably practicable - but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

Where they find weapons and knives and extreme pornography must always be handed over to the police, otherwise it is for the senior leader to decide if and when to return a confiscated item.

APPENDIX 6

December 2024

Statement of Behaviour Principles:

Learners arrive at Welburn Hall School with different levels of learning ability and unique educational and medical needs. Many of our learners also have pronounced social, emotional and mental health needs. We seek to develop learner competence in self-regulation of behaviour, including that which promotes effective learning. It is our responsibility to establish and maintain 'good order' in school and this has to be worked for.

We have zero tolerance of any form of bullying and use guidance from the Anti-bullying Alliance to teach learners about bullying. In Autumn 2019, pre-Covid a new Learner Task Force was formed, which works with the Headteacher to encourage this positive anti-bullying/zero tolerance culture.

We acknowledge our responsibility 'beyond the school gate'; in our setting this tends to be limited to online peer-to-peer negative behaviour, for which we also adopt a zero-tolerance approach and work diligently with staff, learners and parents to work together to combat the external influences of social media including gaming.

In order to support the development of this self-regulation in learners and to encourage staff wellbeing, from September 2017 we formally adopted a relational approach based on the latest neuroscience. This is research-based on a mindful compassion approach to behaviour, both adult and learner.

We have a common belief about behaviour which is that all behaviour is communication about how an experience is making a person feel. We understand that the environment we provide, can and does add to positive or negative feeling. However, for our learners, problems are normal where:

- They are only just learning to develop their internal controls and in some cases, are testing the boundaries of what is acceptable. In our school context, this will not happen at the usual chronological age and may not happen during their school years
- They feel threatened, frightened or surprised by something in the environment including someone else's communications. Given the percentage of our learners who have autism or other sensory and communication difficulties, this is particularly important to understand
- They are experiencing/have experienced high levels of trauma or stress in their life outside school
- The type of activity or method of delivery does not match the needs or ability to learn of the child or young person
- Adults do not adequately control their own behaviour and communications both verbal and non-verbal
- A disturbance in their health or function of their particular needs is causing inability to self-regulate their behaviour or behave in a socially acceptable way

APPENDIX 7 TEAM TEACH HOLDS

Written Descriptions of Level One - 6 Hour & Level Two -12 Hour Techniques

Team Teach Intermediate Techniques

Written descriptions and access to video files within the 'Trainers Area' of the Team Teach website www.teamteach.co.uk.

See video files and trainer manuals for additional visual information. Staff can access these in Teams in school.

Friendly Hold

The holding arm approaches from behind. In the friendly position, the holding arm takes the long bone with a Caring C shape and gently eases the hands of the client into the seatbelt position. Staff members stand close with hips gently pressing to close the gates with the other leg out to balance.

Single Elbow

The holding arm approaches from behind and takes hold of the long bone with a Caring C shape. The forearms are brought up parallel with the ground with the elbows tucked back and the hips pressed in close. The heel of the free hand is placed on the front of the shoulder to stabilise the client and ready to respond to spitting, if required.

Figure of Four

From a Single Elbow the hand which was on the client's shoulder moves to join the hand holding the client's long bone just above the wrist. The hand underneath has both thumbs on top. Then the hand underneath the armpit is raised up to pass over the arm of the client, to hold the member of staff own long bone. The arm forms a bar to block the gate of the hand holding with thumbs on top.

Double Elbow

Move the elbow back and momentarily drop the hands to create a space. This enables a colleague to pass one arm along the back of the client and reach under the armpit to hold the forearm close to the side. The thumb is not against the ribs, but curled around the arm next to the forefinger. Hips are pressed in close with the back supported. The one person double elbow: Caring Cs behind the elbows and pass the furthest arm under the child's arm to hook it alongside. The nearest arm is tucked under the armpit of the staff member. This should only be used as an escort and not in a restraint resistant circumstance.

Single Elbow in Chairs

The client's elbows are moved outwards into a 'chicken wing' shape, with the hands on the hip in the seatbelt position. The members of staff move their bodies forward then slide across in front of the 'chicken wing,' so that the elbows are secured behind their backs. The body then secures the elbows reducing the amount of force needed to hold the arms. One leg can step out as a brace, with the heel of the free hand securing the shoulder back into the chair. If required, staff may use their own legs, by placing their inside foot in front of the child's feet and pressing in, to keep the client's knees together, to reduce the risk from kicking.

Half Shield Single Person 'short distance separation' technique

The member of staff makes contact in a T shape stance with their hip to the small of the YPs back (depending on the height of the YP). The arm nearest is posted in front of the arm of the client, to prevent it from punching forward, with the back of the member of staff's hand flat along the YPs back. The member of staff gathers the other arm with a Caring C, aiming to secure just above the elbow, maintaining contact at the hip. The member of staff should walk forward as the YP crabs sideways.

Responding to children who display sexualised behaviour

It's important to be able to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure children get appropriate support. Always consider the child's holistic needs and safeguarding concerns alongside any sexualised behaviour and follow due procedures accordingly. This guide is a tool to support objective decision making about a child or young person's sexual behaviour and does not replace professional judgement or policy and legislation. Visit nspcc.org.uk/hsb for more information.

Need advice?

Contact our helpline for advice and support:

- Call **0808 800 5000**
- Email help@nspcc.org.uk
- Visit nspcc.org.uk/helpline

Childline

For children who need further support our free, confidential helpline is available 24/7:

- Call **0800 1111**
- Visit childline.org.uk

Developmentally typical	Problematic		Harmful	
Hackett Continuum				
Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> Developmentally expected and socially acceptable behaviour Consensual, mutual and reciprocal Decision making is shared 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Physically violent sexual abuse Highly intrusive May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator May involve sadism
<p>How to respond</p> <ul style="list-style-type: none"> 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 	<p>How to respond</p> <ul style="list-style-type: none"> 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 		<p>How to respond</p> <ul style="list-style-type: none"> 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. 	



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