

BEHAVIOUR

POLICY AND PROCEDURES

Date Adopted:

September 2023

Prepared by:

Principal

Approved by:

Local Governing Body

Next Review:

October 2024



1. Introduction

1.1 This policy takes into account the information provided in:

- Behaviour in schools: advice for headteachers and school staff 2022
- Use of Reasonable Force Guidance July 2013 (England)
- Keeping Children Safe in Education 2022
- Ofsted Inspecting Equalities Briefing April 2014
- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006

2. Rationale

- 2.1 At Sandringham Primary School we embrace the rights of all members within our community to learn and play in a safe, supportive and stimulating environment.
- 2.2 All members of our community are fully committed to work together to establish a positive school ethos and promote effective learning within an environment where all children and young people can stay safe, enjoy and achieve, be healthy, make a positive contribution and achieve future economic wellbeing.
- 2.3 We acknowledge that knowing and understanding children, their differences and similarities must remain at the heart of our behaviour practices.
- 2.4 All members of our community are supported to acknowledge and respect cultural, emotional, social and spiritual differences.
- 2.5 Children are treated sensitively within an atmosphere of mutual respect and tolerance.
- 2.6 All members of our community must always aim to be good role models. Throughout school life we are seeking to develop positive attitudes, raise the self-esteem of all children and establish school and education as being of value. It is hoped that this will be achieved through a range of class and school strategies that reward effort and achievement.
- 2.7 All members of staff accept their responsibility for establishing and teaching acceptable codes of behaviour and for the use of rewards and sanctions in line with policy.

3. Our Code of Conduct

We have four school rules that summarise our expectations of adults and children:

- We give respect
- We show kindness
- We act with responsibility
- No matter what, we always try our best.

In the classroom we expect children will demonstrate these by:

- being polite and respectful to everyone, using their manners towards adults and children;

- getting on with their work responsibly and completing their work to the best of their ability;
- keeping all classrooms tidy;
- sharing and using materials sensibly returning them to the appropriate place;
- following the classroom rules;
- letting others get on with their learning;
- listening to and following instructions;
- raising hands to participate at appropriate times;
- helping and supporting your friend;
- not distracting others from their learning;
- being part of a team;
- being a role-model to other children;
- using silent signals to follow instructions.

In the corridors and shared areas we expect children will demonstrate these by:

- respecting other classes when moving to a different area in school;
- showing good manners around school and addressing each other politely on the corridors;
- walking sensibly on the left and quietly throughout school;
- holding doors open for adults, visitors and other children;
- keeping shared areas & corridors tidy.

In the playground we expect children will demonstrate these by:

- being kind and friendly;
- sharing;
- using appropriate language;
- keeping their hands and feet to themselves;
- playing sensibly and not putting others at risk by selfish actions;
- putting all equipment away carefully in the correct place;
- playing games sensibly without falling out;
- apologising when they need to;
- looking after property of the school and of other children;
- solving problems together;
- solving disagreements without losing their temper, going through questioning to help to find a solution without resorting to aggression/physical violence.

Procedure for lining up at the end of playtimes and lunchtime:

- Two whistles will be blown at the end of playtime and lunchtime breaks.
- On the first whistle everyone will stop and stand still.
- All games will be stopped and all equipment held.
- Staff will wait until all children are still before blowing the second whistle.
- On the second whistle all children will walk to their lines.

4. Responsibilities of Staff

- 4.1 All staff are responsible for maintaining the high standards of behaviour in school, and should have high standards of expectations in terms of learning and behaviour.

- 4.2 All staff are expected to model our school ethos in their interactions with children and with other staff. We know that self-image is formed largely by how children feel they are perceived by adults and children with significance in their lives.
- 4.3 All staff, children and visitors are expected to treat each other with respect. By doing this a calm environment is created, a place where children can feel safe, learning takes place and good behaviour is promoted.
- 4.4 All staff are responsible for ensuring the school's behaviour policy and procedures are fully implemented.
- 4.5 All school staff will ensure that they take responsibility for behaviour on the corridors.

5. In School Behaviour Support and Intervention

- 5.1 We adopt a staged approach to behaviour intervention and we use a range of support mechanisms for pupils.

| Stage | Types of behaviour | Action | Intervention/support |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Repeated yellow cards and low level disruption Difficulty following classroom instructions Difficulty following rules at break and dinner Child needs lots of supports to make the right decisions and to remain on task. | Ensure child is discussed within phase meetings and phase leader/SLT are notified. Monitor behaviour using CPOMS. If appropriate, informal discussion with family Reward and consequence used consistently with appropriate conversations to enforce positive and negative behaviours. | Individual reward chart for trigger points (broken into lessons, break etc.) Use of praise for positive behaviour Regular coaching conversations Restorative conversations when incidents occur |
| 2 | Persistent disruption in class. Frequent red cards. Regular episodes of rudeness to staff. Inappropriate language. Repeated refusal to join in learning. Leaving the classroom without permission. Difficulty engaging in positive play. | Ensure child is discussed within phase meetings and phase leader/SLT are notified that the behaviour has become more severe. Monitor behaviour using cpoms STAR documentation to identify route and cause. Thrive assessment. Parent informed verbally and in writing that a behaviour chart will be implemented for two weeks to monitor behaviour. Reward and consequence used consistently with appropriate conversations to enforce positive and negative behaviours. | Behaviour chart implemented and completed daily. Daily information given to parents. Parents must sign daily chart. Discussion with child per day to outline positive and negative behaviours. Child sent to phase leader at the end of each day to discuss behaviour. Regular support and reminders from class based staff. Use of class based strategies such as: now and next, timetables, stopwatches to support the child to monitor expectation. |

| Stage | Types of behaviour | Action | Intervention/support |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Stage 2 interventions show no improvement. Use of homophobic, transphobic, racial language. More aggressive behaviour towards staff and pupils. Severe disruption to learning of peers. Dangerous behaviour | Phase leaders and SLT notified. Individual behaviour plan developed. This may also include a risk assessment. Thrive assessment. Formal meeting held with parents, class teacher and phase leader. This will include development of targets for the pupil. This will be reviewed every 4 weeks. | Learning mentor support/ Thrive intervention. Frequency dependent on need. Targets to be included in values card. Daily information given to parents. Parents must sign daily values card. Discussion with child per day to outline positive and negative behaviours. Child sent to phase leader at the end of each day to discuss behaviour. Weekly meeting with principal/vice principal. |
| 4 | Stage 3 interventions not working. Persistent, severe disruption to peers' learning. Physical Assault against a pupil or adult. Bullying. Verbal abuse or threatening behaviour against an adult or pupil. Deliberate, severe damage to property. Use or threat or use of an offensive weapon or prohibited item. Racist abuse. Abuse related to disability. Abuse against sexual orientation or gender assignment | Phase leaders and SLT notified. Individual behaviour plan developed. Risk assessment developed signed by parents. Variation to timetable if needed to optimise learning opportunities for the child and class. Behaviour contract with parents and academy. Weekly review with family. Incidents recorded on CPOMS. | Learning mentor support/ Thrive intervention. Frequency dependent on need. Targets to be included in values card. Daily information given to parents. Parents must sign daily values card. Discussion with child per day to outline positive and negative behaviours. Child sent to principal/vice principal at the end of each day to discuss behaviour. Variation to timetable if needed to optimise learning opportunities for the child and class. Use of adult support. Reduction in unstructured times e.g. provision for break, dinner and group based learning. Referral to outside agencies for support and intervention. |

5.2 We promote our Behaviour Curriculum. This has 7 learning behaviours to empower pupils' learning:

- resilience
- collaborator & participator
- thinking, creativity and motivation
- reflection
- inquisitive & investigation
- social responsibility
- well-being and mindful

In all year groups 'key assessment criteria' for each learning behaviour will support assessment, pupil ownership and reflection. These form part of our behaviour curriculum.

5.3 Restorative Practice Questioning Technique – at all stages we encourage children to talk through an issue that has caused conflict leading to children with support developing possible solutions and strategies.

- What has happened?
- Who has been affected?
- How can we help everyone involved to come to a solution?
- How can everyone do things differently in the future?

5.4 Where appropriate, we use Thrive as a strategy to support pupils whose behaviour is the result of underlying issues. Thrive is not used as a reward. It is used as a supportive intervention to enable pupils to develop the resilience and self-regulation required to access school.

6. Overview of Rewards and Consequences

- 6.1 We aim to develop an ethos where there is a healthy balance between rewards and logical consequences with both being clearly understood by all children and staff. Children should learn to expect fair and consistent consequences for inappropriate behaviours. Logical consequences are designed to teach children more appropriate behaviours.
- 6.2 At the beginning of each year staff discuss expectations, reward systems and rules with children. The emphasis of this policy is on positive praise and reward, which should be given wherever possible for both learning and behaviour.
- 6.3 All systems may be varied as part of a behaviour plan or a child's special educational needs to consider individual circumstances.
- 6.4 A summary of our rewards and consequences is included in Appendix 1. This is shared on our website and displayed around school.

Rewards

- 6.5 In school every class will use 'Class Dojo' to display the behaviours demonstrated by the pupils. If children demonstrate excellent learning, follow school rules or use manners well, they will be verbally praised and given a dojo. If they follow a rule well again (in the same day) they will be given another dojo. 'Class Dojo' will keep a record of the behaviour points received. Certificates will be awarded to celebrate the amount of dojos given.
- 6.6 All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.
- 6.7 Incidental feedback will be shared with parents/carers to celebrate the child's achievements either in person/telephone/email.
- 6.8 Celebration assembly is held each week and pupils are chosen to show off excellent learning or celebrate excellent learning behaviours. These pupils are awarded a Proud Award.

School Trips and Events

- 6.9 With the exception of Year 6 Booster Trips, off-site visits are not classed as rewards. However, if a child repeatedly chooses not to follow school rules and their behaviour will present an unacceptable risk to themselves or others, we may not always be able to allow them to take part in a visit. This decision will be made by the Principal or a Senior Member of staff. We will always discuss such circumstances with parents/carers well in advance of the visit.

Consequences

6.10 The procedures outlined in the following section are to help deal effectively with inappropriate behaviour.

6.11 We adopt a staged approach to consequences:

| Stage | Types of behaviour | Possible Consequences | Actions |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Not following instructions. Talking during listening time. Not engaged in learning. Distracting peers. Shouting out. | Warning. Positive reminders. Gestures. Warning. Yellow card. Cue cards. Learning pitch check. | No further action if these behaviours cease. |
| 2 | Persistent low level from stage 1. Disruption in class. Rudeness to staff. Inappropriate language. Repeated refusal to join in learning. Leaving classroom without permission. | Red dojo. Missed break times. Time out/time in. Restorative conversations. Completing any missed learning. Restorative practice e.g. letters of apology. | Internally logged/ monitored, SLT made aware Teacher to contact home to discuss concerns. |
| 3 | Persistent behaviours from stage 2. Damaging learning. Persistent inappropriate language used. Aggressive behaviour. | Red dojo. Short term removal e.g. one lesson. Detention Behaviour plan/Values card Contact with parents. SLT involvement. | Incident recorded on CPOMS. Meeting with parents, teachers and SLT Involvement of external agencies and pastoral staff |
| 4 | Use of homophobic, transphobic, racial language. More aggressive behaviour towards staff and pupils. Severe disruption to learning of peers. Dangerous behaviour. | Red dojo. Behaviour contract with parents and academy. Internal suspensions (e.g. removal for a longer period of time, missed breaks for a week). | Serious incident recorded on C-POMS. Meeting with parents/carers, teachers and Principal. Risk assessment in place. Involvement of external agencies and pastoral staff. |
| 5 | Persistent, severe disruption to peers' learning. Physical Assault against a pupil or adult. Bullying. Verbal abuse or threatening behaviour against an adult or pupil. Deliberate, severe damage to property. Use or threat or use of an offensive weapon or prohibited item. Protected characteristic abuse. | Suspension Fixed Term suspension Exclusion Managed moves | Recorded on C-Poms Meeting with parents/carers, teachers and Principal Notifying Local Authority Involvement of CEO/ Local Governing Body. |

6.12 We define and manage child-on-child sexual violence and sexual harassment in line with the guidance and procedures detailed in Appendix 2.

6.13 Whilst the academy will apply consequences fairly and consistently, there might be occasions where consequences vary from the plan below. This could be due to severity of the incident or special circumstances related to the incident.

6.14 Where necessary restraint may be used in line with the section below on the use of reasonable force, but will not be used as a sanction.

7. Suspension and Exclusion

- 7.1 Suspensions and exclusion will only be used as a last resort but may be used if a pupil's behaviour is severe or repeated.

Suspension (for 1-15 days)

- 7.2 Only the Principal (or the acting Principal) has the power to suspend a child from the academy. The Principal may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a child permanently.
- 7.3 Following a suspension, and prior to a pupil returning to school, we will hold a reintegration meeting with parents and, if appropriate, with the pupil. The purpose of the meeting is to support the pupil to return to school successfully. Full details of our reintegration strategy and our planning tool are in Appendix

Permanent exclusion

- 7.4 Permanent exclusion will only happen:
- in response to a serious one-off 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 in the school.
- 7.5 In practice this means that there are two likely scenarios for a permanent exclusion
- a child has had a history of persistent disruptive behaviour and the school feels it cannot do anymore;
 - a child has committed a single serious one-off offence, even if they have never been in trouble before.
- 7.6 Parents/carers may make representations to the local governing body who must meet to consider the principal's decision to exclude. Parents may make representations to the local governing body at the review meeting, and ask them to reinstate their child. The local governing body has the power to reinstate a child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case parents may request that the decision be reviewed by an Independent Review Panel.

8. Managed Moves

- 8.1 If a child is not able to accept the support given consistently then it may be more appropriate to hold an emergency review meeting or professionals' meeting to request a change of school/placement if this is considered to be in the best interests of the child.
- 8.2 It may be necessary to involve other agencies and the Local Authority.

9. Use of reasonable force

Physical contact with pupils

- 9.1 The Governing Body recognises that it is not illegal for staff to touch a pupil. There are occasions when physical contact with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary include:
- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - when comforting a distressed pupil;
 - when a pupil is being congratulated or praised;
 - demonstrating how to use a musical instrument;
 - demonstrating exercises or techniques during PE lessons or sports coaching;
 - giving first aid; and
 - use of reasonable force, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Reasonable Force

- 9.2 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 9.3 Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. When using physical contact with a child, verbalise your actions before making contact when possible.
- 9.4 Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 9.5 Restraint means to hold back a pupil physically. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- 9.6 All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- 9.7 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list provides some examples of situations where reasonable force can be used:
- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
 - to restrain a pupil at risk of harming themselves through physical outbursts.

- 9.8 All staff will receive generic training on the use of reasonable force. Where a risk assessment has been carried out that identifies a pupil may need regular restraint, identified staff will receive specific additional training sharing the positive handling plan.
- 9.9 All incidents of restraint should be logged by completing a restraint incident form.
- 9.10 Force may not be used as a punishment as this is unlawful.
- 9.11 In addition to the general power to use reasonable force described above, the principal and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:
- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - 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 property.
- 9.12 Force cannot be used to search for items banned under the school rules.
- 9.13 Pupils with Special Educational Needs have the right to be treated no less favourably than their peers, and staff have a legal duty to make reasonable adjustments to ensure they are.

Monitoring Incidents / Reviewing Procedures

- 9.14 The Inclusion Leader will monitor and evaluate all entries relating to the use of reasonable force, along with the need for/impact of any training.
- 9.15 Records will be made available during Ofsted inspections and to the Local Authority upon request.
- 9.16 Incidents of restrictive physical intervention will be monitored termly by the Local Governing Body.

10. Parental Involvement

When and how do we involve parents?

- 10.1 The school will share its expected standards of behaviour which both the children and their parents. This will ensure that everyone in school is working towards the same standards and fully understands them.
- 10.2 Parents/carers will be contacted following a child receiving a red dojo and share the reason for this.
- 10.3 We will include the number of behaviour points as well as number of red and green dojos, as part of our termly reports to parents.

- 10.4 The school's behaviour policy will be supported by a Home /School Agreement. All parents will be encouraged to sign the agreement when the pupil joins the school. This will be retained on file.

11. Working with Other agencies

- 11.1 As part of the school's inclusive ethos we will make every attempt to work with other agencies to safeguard the welfare of a child from an early stage and ensure that a child receives as much support as possible. The school believes that often behaviour results from social and emotional issues and therefore other agencies are needed to stop the escalation of these issues. Full use will be made of such agencies as Educational Welfare, Social Services, Health Services, CAMHS, Family Support Worker (Children's Centre) and the Educational Psychological Service when appropriate.

Police

- 11.2 Value is placed on a good relationship with the Police and good liaison is encouraged. The community police support officers regularly come into school and attend meetings where they can support the outside issues affecting a child's behaviour.

12. Sharing of Information

- 12.1 The school will keep up to date records of a child and share information in accordance with its safeguarding policies and information sharing guidance. All conversations regarding a child with a multi-agency team will be recorded on CPOMS.

13. Care of school premises and sites:

- 13.1 Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.
- 13.2 To achieve this:
- Staff will display children's work to a high standard.
 - The building will be kept clean and tidy.
 - The grounds will be kept clear of litter.
 - The plants will be well maintained.

14. Equal Opportunities & Disability Discrimination

- 14.1 All children will be treated equally and fairly within the school and in accordance with the Equality Act 2010.

- 14.2 The school endeavours to make reasonable adjustments in relation to children's needs to ensure that all children are treated fairly in line with this policy – this may include improving physical environment or improving the accessibility of information to disabled pupils and their parents/carers.
- 14.3 Staff ensure children know all issues of discrimination and prejudice including the use of derogatory language will be addressed by staff.

15. Monitoring of Behaviour in school

- 15.1 Behaviour is monitored by teachers, phase leaders and the pastoral team on a day-to-day basis, so that trends of behaviour are noticed and supported straight away.
- 15.2 Behaviour is also monitored on a weekly basis by phase leaders and the Vice Principapl and this will be reported back to governors termly.
- 15.3 Analysis of behaviour data will look at groups, e.g. class, gender, disability and ethnicity, to identify any trends or patterns.
- 15.4 Any incident which raises a concern about harassment, oppressive behaviour, acts of discrimination, etc, will be followed up by the Senior Leadership Team and logged on the school's system.

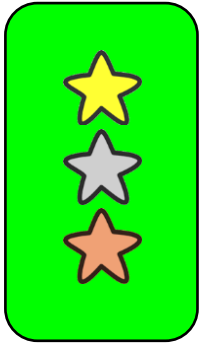
16. Policy Review

- 16.1 The Principal is responsible for ensuring that this policy is implemented and that it is reviewed at least annually.

Appendix 1: Rewards & Consequences



Proud Award



Dojo Certificates



Class Dojo & Praise



1. Warning



2. Reflection time / miss playtime



3. Short term removal / behaviour plan / SLT involvement



4. Internal Suspensions (longer period)



5. Suspension / Permanent Exclusion

Rewards

Consequences



Appendix 2: Child on Child Sexual Violence and Sexual Harassment

Child-on-child sexual violence and sexual harassment

This part of the Behaviour Policy is about how we respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the academy/school premises, and/or online.

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. We are aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same academy/school.

Whilst any report of sexual violence or sexual harassment will be taken seriously, staff will be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Sexual violence

It is important that we are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of the academy/school. When referring to sexual violence in this Policy, we do so in the context of child-on-child sexual violence.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/134 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE - sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of the academy/school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. We will be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
- displaying pictures, photos or drawings of a sexual nature
- up skirting (this is a criminal offence), and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence.
 - sharing of unwanted explicit content
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats, and

- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful sexual behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be referred to the Designated Safeguarding Lead (DSL) in line with the Academy/School Safeguarding and Child Protection Policy.

Promoting Appropriate Behaviours

Our academy/school creates a culture and ethos of respect, tolerance, acceptance and diversity. We help children to understand what good and healthy sexual behaviour means through our RSE/RHE curriculum.

Areas we cover are:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships
- Online safety

Pupils know that we:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Do not tolerate or accept abuse

Responding to Reported Incidents

Incidents are reported immediately to the DSL in line with the Academy/School Safeguarding and Child Protection Policy, who will then undertake a risk assessment.

The risk assessment will inform whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Children will know that the response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Whilst this behaviour won't be tolerated, children are not to be demonised. All the children involved will be supported and listened to. The alleged perpetrator(s) will be given support as well as the victim.

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. Context will impact how each incident is handled.

Sanctions to consider using:

- A verbal warning
- Keeping the pupil behind after class to apologise to the victim
- A letter or phone call to parents
- A period of internal exclusion (length dependent on incident)
- Suspension (fixed-term exclusion) - length dependent on incident - or permanent exclusion

How to decide what sanction is appropriate

The response to each incident should be proportionate, e.g. address a 'lower-level' incident such as a sexist comment through the curriculum and the way we promote respect.

The sanction must be balanced against the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

Consideration should be given to:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Exclusion from the academy/school is only used in the most severe cases, e.g. if the police recommend the exclusion of a pupil after an incident of sexual assault.

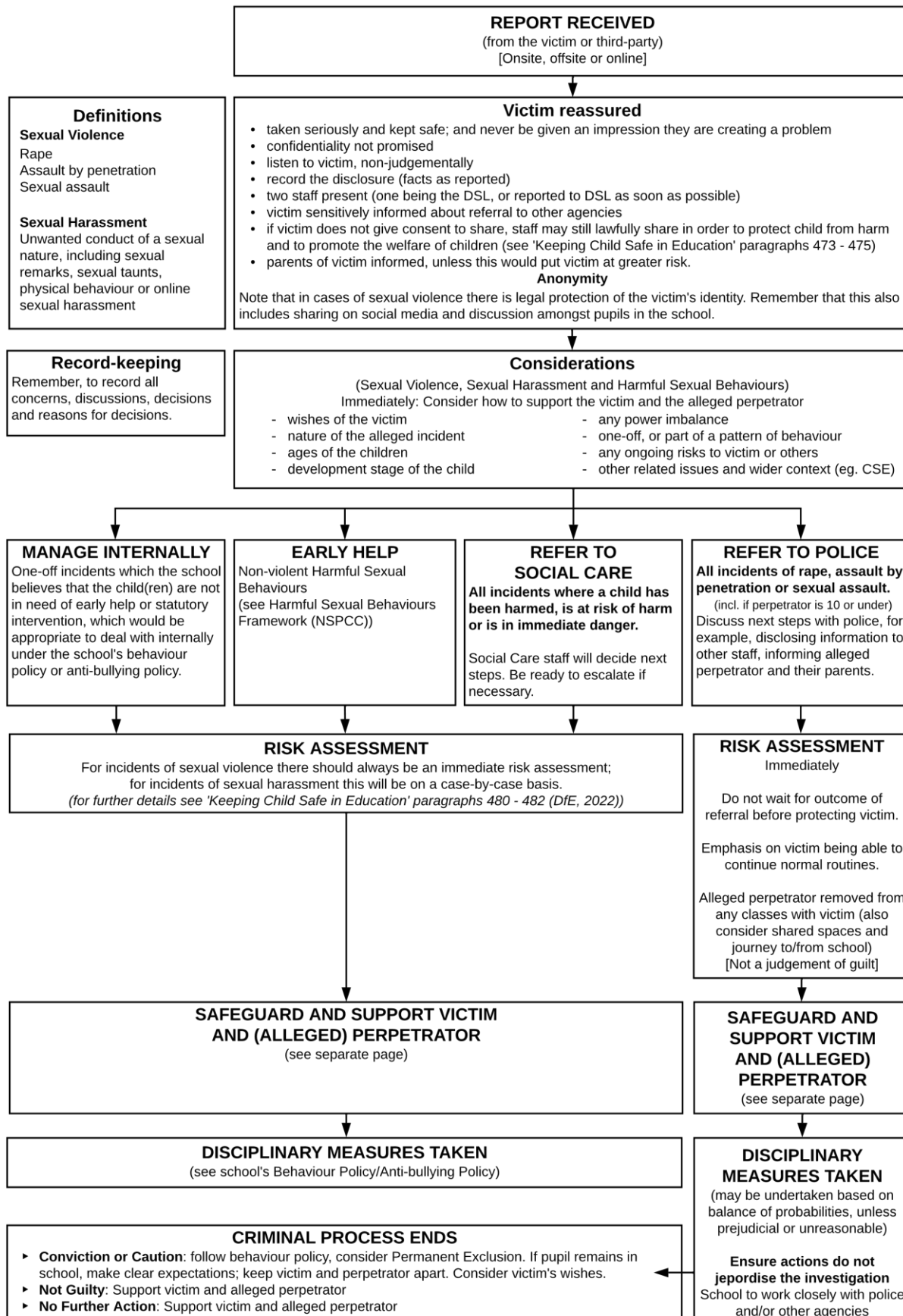
Take the wishes of the victim(s) into account

The victim will be kept at a reasonable distance from the alleged perpetrator(s) while on the academy/school premises (including during any before or after school-based activities).

Some victims might prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them.

The victim(s) wishes will be listened to and considered and this will inform the response. The final decision however, will be that of the Principal/Headteacher.

***PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT**



Source:
*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart

Appendix 3 – Reintegration Strategy

A reintegration meeting is one which is set up following a suspension or off-site direction. The purpose of the meeting is to support the pupil to return to school successfully. It is not a legal requirement for schools to have a reintegration meeting following a suspension or off-site direction. However, it is expected that schools will have a procedure in place for supporting the pupil's return. It should be noted that the school cannot refuse to readmit a pupil if their parent or carer refuses to attend a reintegration meeting.

In addition, the Department for Education's statutory guidance on exclusions specifies that pupils cannot be suspended or excluded because of their failure to meet specific conditions before they are reinstated, including the refusal to attend a reintegration meeting. Despite this, many schools find it useful to hold some form of reintegration meeting as part of the return-to-school process.

Purpose of the meeting

The purpose of the meeting is to support the pupil to return to school successfully. We will ensure that we are clear about what we hope to achieve from the reintegration meeting. It could be one, or a combination, of the following:

- To re-establish behavioural expectations
- To agree a behaviour support plan
- To offer a restorative justice intervention
- To welcome a student back to school

It should be noted that a school cannot refuse to readmit a pupil if their parent or carer refuses to attend a reintegration meeting. In addition, the Department for Education's statutory guidance on exclusions specifies that pupils cannot be suspended or excluded because of their failure to meet specific conditions before they are reinstated, including the refusal to attend a reintegration meeting.

Who is invited

The meeting will be attended by the pupil, parents and relevant school staff or support agencies. The meeting can be a useful opportunity to bring together people to discuss the needs of the pupil, at a time when the pupil might be particularly reflective and others are conscious of the need to provide additional support, in order to prevent future incidents. When arranging the meeting, someone with a good knowledge of the situation will make an informed decision about who should be invited and why.

Plan for an effective meeting

- • Be aware that the pupils and their parents might be anxious about the return to school and that this could have an impact on their behaviour and attitudes during the meeting.
- • Ensure that the person carrying out the meeting is aware of the school's agreed approach for reintegration meetings and feels able to adhere to this.
- • Prepare for the meeting in advance. Make sure that the person who is carrying out the meeting has all the information that they need to have a meaningful discussion.
- • Use agreed template for capturing reintegration information.
- • Where possible, it would be appropriate for the meeting to be carried out by someone who has a positive relationship with the pupil and/or their family.

Areas for discussion

- what the student's goals and aspirations are;
- what the pupil can do to achieve these;
- what the school can do to support the pupil with these;
- any curriculum areas and aspects of school life that the pupil is currently struggling with;
- any support that could be put into place to help them with this;
- any other factors that might be influencing the pupil's behaviour and how these could be addressed.

The decision to not hold a meeting

If the decision is taken not to have a reintegration meeting, we will still put in place systems for supporting pupils to return to school successfully. The decision not to meet would not be taken lightly and leaders should be clear on their rationale for not holding a reintegration meeting and have alternative strategies in place.

Pupil Reintegration Plan

| | |
|-------------------------|----------|
| Date of Meeting: | |
| Year group: | |
| Name of pupil: | |
| DOB: | |
| SEND status: | |
| Child Protection | Yes / No |
| Early Help/FSP | Yes / No |

Parents & Professionals involved with the child

| Name: | Role & Organisation: | Attended? (Y/N) |
|--------------|---------------------------------|------------------------|
| | | |
| | | |
| | | |
| | | |

Changes and what they will look like

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What is the child's view? (The wishes and feelings of children should be sought prior to the development of a reintegration plan to understand how they experience school, their interests and likes and what they need from their network to access their education)</p> |
| |

| Objectives (what change do we want to see?) | Success Criteria (what will the change look like?) |
|----------------------------------------------------|-----------------------------------------------------------|
| Parent(s): | Parent(s): |
| Child: | Child: |

| | |
|----------------------------------------|----------------------------------------|
| School: | School: |
| Other (professional or family member): | Other (professional or family member): |

| Reasons for any adaptations: (please tick all that apply) | |
|-----------------------------------------------------------------------------------------------------------------------|---------------|
| Physical Health (supported by a medical professional) | Reintegration |
| Mental Health (supported by a medical professional) | Behaviour |
| Other (Describe): | |
| Is a reduced timetable plan required? | |
| Have parents & other professionals been informed of the reduced timetable? If not, state why: | |
| Are other adaptations required? Details: | |
| Please provide a brief description of issues/reasons for considering the use of a reduced timetable/other adaptations | |
| | |

What needs to happen next?

| Actions to be taken: | By When: | Person responsible: | How will we know it is working? |
|----------------------|----------|---------------------|---------------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Reintegration Timetable

| Week beginning: | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | | Time in Education |
|-----------------|--------|----|---------|----|-----------|----|----------|----|--------|----|-------------------|
| | am | pm | am | pm | am | pm | am | pm | am | pm | |
| | | | | | | | | | | | |
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| | | | | | | | | | | | |

Reviewing the plan

| Review Meeting Date | | Time | |
|---------------------|--|------|--|
| | | | |

Agreement

| Role | Name | Date | Signature |
|------|------|------|-----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Appendix 4 – Behaviour Blueprint

OUR CORE VALUES

EVERY CHILD EVERY CHANCE EVERY DAY.

INSPIRE - Embodied in the Trust motto, "Every Child, Every Chance, Every Day"

INCLUDE - We are concerned with achieving equitable, diverse and quality education for all pupils.

INTEGRITY - We respect the individuality of our pupils and their communities and always act with integrity.

EXCEED - Excellence and enjoyment should be an entitlement for all children and adults.

OUR RULES

1. We give respect
2. We show kindness
3. We act with responsibility
4. No matter what, we always try our best.

VISIBLE CONSISTENCIES

1. Daily Meet and Greet
2. Smart and Sensible Walking
3. Expected behaviours praised first
4. Daily reinforcement of the Core Values



REWARDS

1. Class Dojo Rewards
2. Proud Certificates
3. Home contact (*calls, texts*)
4. Principal/SLT praise



RELENTLESS ROUTINES

Praise in Public (PIP)

Remind in Private (RIP)

1,2,3 for Transitions

Consistent language

Silent Signals



CONSEQUENCES

- | | |
|---------------------------------------------------------------------------------------|----------------------------------------------------------|
|  | 1. Warning |
|  | 2. Reflection time / miss playtime |
|  | 3. Short term removal / behaviour plan / SLT involvement |
|  | 4. Internal Suspensions (longer period) |
|  | 5. Suspension / Permanent Exclusion |



MICROSCRIPTS

1. I can see that maybe you're feeling...
2. I can see that because you are...
3. The consequence of this will be...
4. Do you remember the ___ (positive behaviour) I saw ___? That's who I need to see again now.
5. Thank you for listening.



RESTORATIVE QUESTIONS

1. What has happened?
2. Who has been affected?
3. How can we help everyone involved to come to a solution?
4. How can everyone do things differently in the future?

