




Behaviour and rewards Policy



PERSON RESPONSIBLE FOR POLICY:	MRS E CLARK
APPROVED: MR G TINKLER	GOVERNORS
SIGNED: 	ROLE: CHAIR OF GOVERNORS
TO BE REVIEWED: NOVEMBER 2025	NOVEMBER 2023



A Member of

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Contents

	Page
1. Introduction	3
2. Rationale	3
3. Code of Conduct	4
4. Responsibilities of Staff	5
5. Overview of rewards and consequences	5
6. Suspension/Exclusion	10
7. Managed Moves	10
8. Use of reasonable force	10
9. Parental involvement	12
10. Working with other agencies	13
11. Sharing of Information	13
12. Care of School premises and sites	13
13. Equal Opportunities and Disability Discrimination	14
14. Monitoring of behaviour in School	14
15. Policy Review	14
16. Appendix 1	15
17. Appendix 2	16
18. Appendix 3	17
19. Appendix 4	19
20. Trust Addendum	20

Version	Revision Date	Revised by	Section Revised
New policy	June 2019		New policy
Version 2	November 2021	E Clark	<ul style="list-style-type: none"> Updated policy procedure across all areas
Version 3	October 2022	L Dyer	<ul style="list-style-type: none"> New front cover Contents Page added Trust Addendum added and circulated
Version 4	October 2023	E Clark	<ul style="list-style-type: none"> Updated guidance linked to the policy Behaviour blueprint added into 4.6 Assembly changed to Proud Thursday assembly in 5.6 Microscript reference from blueprint in 5.8

1. Introduction

1.1 This policy takes into account the information provided in:

- Behaviour in Schools: Advice for Headteachers and School Staff September 2022
- Equality Act 2010
- Education Act 2011
- “Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and / or Autistic Spectrum Disorders” 2002
- “DOH & DFES Guidance for Restrictive Physical Interventions” July 2002
- Use of Reasonable Force Guidance July 2013 (England)

2. Rationale

- 2.1 At Edlington Victoria Academy 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 six school rules that summarise our expectations of adults and children:

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after property.

In the classroom we expect children will demonstrate these by:

- being polite and respectful to everyone, using your manners towards adults and children;
- getting on with their work responsibly and complete the 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 work;
- listening to, and follow instructions;
- raising hands to participate at appropriate times;
- helping and supporting your friend;
- not distracting others from learning;
- being part of a team;
- being a role-model to other children.

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 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 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.
- 4.2 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.
- 4.3 Staff should have high standards of expectations in terms of learning and behaviour.
- 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.
- 4.6 All staff will promote the behaviour blueprint and explain the expectations of the visible consistencies; terrific transitions, marvellous manners and wonderful walking.

5. Overview of Rewards and Consequences

- 5.1 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.
- 5.2 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.

5.3 All systems may be varied as part of a behaviour plan or to take into account individual circumstances such as reasonable adjustments for pupils with SEND needs.

Rewards

- 5.4 In school, every class has a traffic light chart to visually represent rewards and sanctions. All children start each day afresh, on 'green' on their class chart. Rewards differ throughout the school, depending on the age of the pupils. All children that have followed our school rules and have stayed on 'Green' all week will receive their full 30 minutes of 'Golden Time' (See appendix 1). All Children that finish the week on 'Green' can move their name to 'Perfect Purple'. If a child has been on 'Perfect Purple' 5 times or more over a half term, they will receive recognition within their class through different rewards.

- 5.5 All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise, often linked to the visible consistencies. In addition, all staff have a class reward system that is used as an ongoing reward where pupils receive prizes.
- 5.6 Proud Thursday assembly is held each week and pupils are chosen to show off learning attitudes and behaviours. For these pupils, parents are invited in to take part in this celebration. Book tokens for the book machine are also presented to pupils who respond well to questions as part of the assembly.

School Trips and Events

- 5.7 With the exception of Year 6 Booster Trips, off-site visits are not classed as privileges. 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. Where pupils have SEND needs, reasonable adjustments will be made where appropriate to enable pupils to access off-site visits.

Consequences

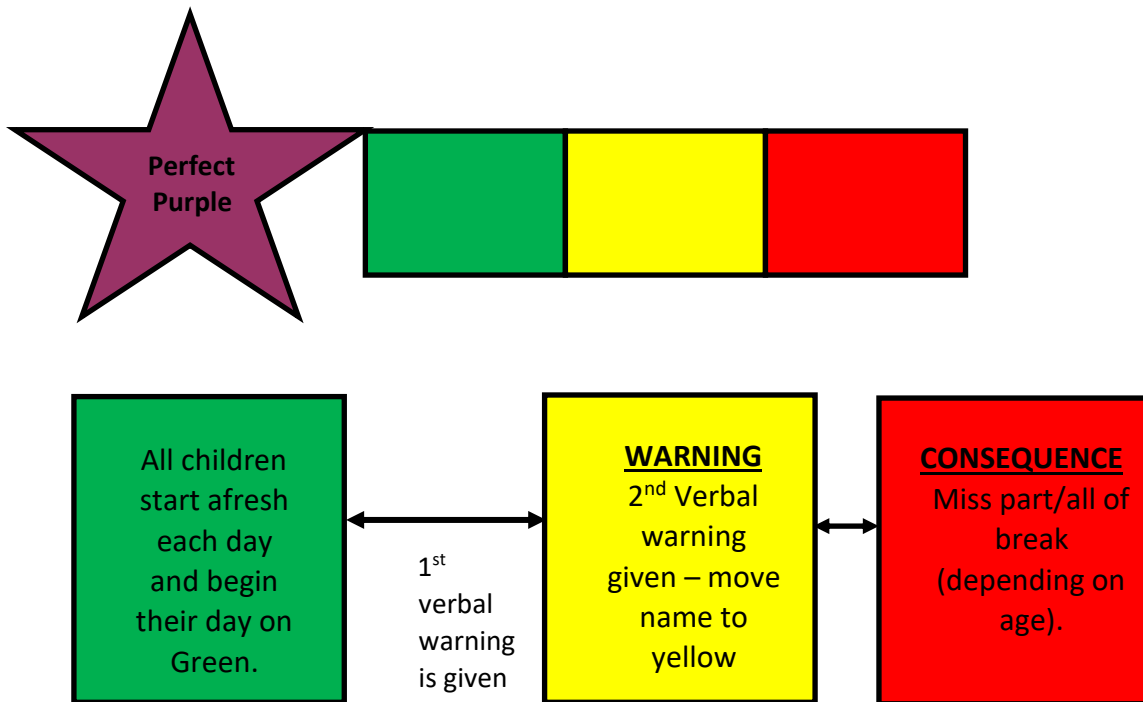
- 5.8 The procedures outlined in the following section are to help deal effectively with inappropriate behaviour. All staff are responsible for maintaining the high standards of behaviour in school. If a child exhibits inappropriate behaviour, staff should initially aim to de-escalate the behaviour and apply the micro-script from the behaviour blueprint. It may be necessary to give a sanction to ensure a safe and positive learning environment as well as to change the incorrect behaviour for the future. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation.

In School Support

- 5.9 We use a range of support mechanisms for pupils.
- 5.10 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?
- Comin Strip conversations may also be used to enable pupils to empathise with a situation.
- 5.11 Where appropriate, we use Thrive as a strategy to support pupils whose behaviour is the result of underlying issues.

Class based consequences

5.12 An overview of our system is shown below:



5.13 Each pupil will start on 'Green' on their class chart at the beginning of each day.

5.14 When appropriate behaviour is not displayed by children they will receive a verbal warning, if this continues the child will have to move their name to 'yellow' on the class chart – this is a warning to children that the behaviour they have displayed is not acceptable.

5.15 They have to be seen to be trying to alter the behaviour.

5.16 If behaviour improves the pupil moves back to 'Green'.

5.17 If inappropriate behaviour persists, the child will be moved to red and have a consequence of missing their playtime, or part of their playtime (depending on the age of the child). The child in addition will lose 5 minutes from 'Fun Time Friday'. The reason for this will be clearly explained to the pupil. Red cards should be logged in Phase Behaviour files, including a brief note of the reason for the red card and consequence.

5.18 Pupils may move back to 'Yellow' or 'Green' if the desired behaviour or choices are displayed.

5.19 Behaviour that is significantly unacceptable may warrant a bypass of yellow warning and immediate red sanction or immediate reflection time with the Phase Leader.

5.20 Incident forms need to be completed in the case of a severe behaviour incident (see Appendix 4).

5.20 Support Files:

Each phase has been allocated with a Support for Behaviours file (see template in Appendix 2). Within this file there are worksheets from the website behaviour online. These activities are to be used with the child so that they can identify their inappropriate behaviour and prevent the behaviour from happening again. Phase leaders are responsible for ensuring that the child completes this work and that children are reflective of their chosen behaviours.

5.21 Consequence Stages:

	<u>Foundation/KS1</u>	<u>KS2</u>
<p><u>Stage 1:</u></p> <p><u>Low level behaviour</u></p> <p>This may include: being unfocused, not following initial instructions, pushing in the line.</p>	<p>Time target, differentiation check, verbal target, complete learning for 5 minutes at break/during provision.</p> <p>At this stage pupils need to be given encouragement and reminders (glance/verbal) as well as expectations being shared.</p>	<p>Time target, differentiation check, verbal target, complete missed learning during break and go out if possible once completed.</p> <p>At this stage pupils need to be given encouragement and reminders (glance/verbal) as well as expectations being shared.</p>
<p><u>Stage 2:</u></p> <p><u>Low level behaviour continues</u></p> <p>This may include: continued refusal to work/follow instructions</p>	<p>Reminders to be given, check on reasons why? Refer/instigate personal plans if persistent. Work to be supported initially and some attempt to catch up during break/provision.</p>	<p>Reminders to be given, check on reasons why? Refer/instigate personal plans if persistent. Work to be supported initially with a clear instruction. If it is not completed, it will be done at break time.</p>
<p><u>Stage 3:</u></p> <p><u>Disruptive behaviour</u></p> <p>This may include: lashing out at another pupil, disrupting the learning of the rest of the class.</p>	<p>Reminders to be followed, check on reasons why?</p> <p>Follow personal plan, instigate level 4 where necessary. (Ensure parents are informed, post incident learning completed, plans amended. Hourly monitoring of work if necessary.</p> <p>Hitting – reminders by staff on rules, post incident learning and 5 minutes holding hand at playtime.)</p>	<p>Reminders to be followed, check on reasons why?</p> <p>Follow personal plan, instigate level 4 where necessary. (Ensure parents are informed, post incident learning completed, plans amended. Hourly monitoring of work if necessary.</p> <p>Hitting – reminders by staff on rules, post incident learning to be completed with child.</p> <p>-Adult to revisit incident (once pupil is calm) to model, applying the suggested strategies.)</p>
<p><u>Stage 4:</u></p> <p><u>Persistent disruptive behaviour</u></p> <p>This may include: constantly attempting to disrupt the</p>	<p>Reminders to be followed, check on reasons why?</p> <p>Follow personal plan. Ensure parents are informed, post incident learning completed, plans amended. Hourly monitoring of work if necessary.</p>	<p>Reminders to be followed, check on reasons why?</p> <p>Follow personal plan. Ensure parents are informed, post incident learning completed, plans amended. Hourly monitoring of work if necessary.</p>

<p>learning of the class by use of aggression or physical force.</p>	<p>Hitting – reminders by staff on rules, post incident learning and holding hand throughout playtime.</p>	<p>Hitting – reminders by staff on rules, post incident learning to be completed with child.</p> <p>-Adult to revisit incident (once pupil is calm) to model, applying the suggested strategies.</p>
<p><u>Stage 5:</u></p> <p><u>Most extreme behaviour</u></p> <p>This may include: damage to property, persistent verbal abuse to peers/staff, deliberate violence to peers/staff.</p>	<p>Removal from class by SLT. Time out.</p> <p>Parent/Carer contacted to come into school.</p> <p>Property damage to be assessed, parents shown, logical consequences e.g. tidy up, support/repair/replacement</p> <p>Verbal abuse reinforce expectation, possible apology, letter, high monitoring.</p> <p>Deliberate/targeted violent assault post incident learning, behaviour plan reviewed, multi-agency support/meetings.</p> <p>Suspension/Exclusion if severe or repeated.</p>	<p>Removal from class by SLT. Time out.</p> <p>Parent/Carer contacted to come into school.</p> <p>Property damage to be assessed, parents shown, logical consequences e.g. tidy up, support/repair/replacement</p> <p>Verbal abuse reinforce expectation, possible apology, letter, high monitoring.</p> <p>Deliberate/targeted violent assault post incident learning, behaviour plan reviewed, multi-agency support/meetings.</p> <p>Suspension/Exclusion if severe or repeated.</p> <p>Seclusion – safe and support learning area monitored and reviewed weekly with parents/staff.</p> <p>Personalised timetable – short learning focus alongside emotional/communication support.</p>

5.22 Unacceptable behaviour includes:

- disobedience
- biting, spitting, hitting and kicking
- foul language and swearing
- making unkind remarks or Racist/Homophobic comments.
- damaging property
- answering back, rudeness or aggression to adults
- stealing
- truancy
- forming gangs and bullying
- walking away from members of staff
- being rude to members of staff

5.23 Where necessary restraint may be used in line with the section below on the use of reasonable force.

- 5.24 If the behaviours are severe or repeated, this would lead to an 'internal exclusion' from class to a safer and supportive area in school or to exclusion, in order to reduce any health and safety risks and also to avoid disrupting the learning of other pupils.

6. Suspension / Exclusion

- 6.1 Suspension/Exclusion will only be used as a last resort but may be used if a pupil's behaviour is severe or repeated.

Fixed Term Suspension (for 1-15 days)

- 6.2 Only the Principal has the power to suspend a child from school. 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 suspend a child permanently, this will be referred to as an exclusion. It is also possible for the Principal to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

Permanent Exclusion

- 6.3 Children can be permanently excluded for:
- Acts of violence towards other children or staff.
 - Bringing an offensive weapon to school or breaking equipment and using this as a weapon with intent to harm others.
- 6.4 The Governing Body will meet to review this decision.
- 6.5 Parents/carers may appeal against a permanent exclusion in accordance with Local Authority procedures.

7. Managed Moves

- 7.1 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.
- 7.2 It may be necessary to involve other agencies and the Local Authority.

8. Use of reasonable force

Physical contact with pupils

- 8.1 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;
 - To demonstrate how to use a musical instrument;

- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid;
- Use of reasonable force, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Reasonable Force

- 8.2 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.
- 8.3 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.
- 8.4 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.
- 8.5 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.
- 8.6 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.
- 8.7 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.
- 8.8 All staff will receive Safeguarding training so they are clear on how best to deal with an incident and a selection of staff will hold Team Teach training.
- 8.9 All incidents of restraint should be logged on CPOMS (under the restraint category) and a restraint incident form should be completed.
- 8.10 Force may not be used as a punishment as this is unlawful.
- 8.11 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.

8.12 Force cannot be used to search for items banned under the school rules and a search will always be completed with at least two adults present.

8.13 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

8.14 The Pastoral and Behaviour Leaders will monitor and evaluate all CPOMS entries relating to the use of reasonable force, along with the need for/impact of any training.

8.15 Records will be made available during Ofsted inspections and to the Local Authority upon request.

8.16 Incidents of restrictive physical intervention will be monitored by the Governing Body.

9. Parental Involvement

When and how do we involve parents?

9.1 The school will share its expected standards of behaviour which both the children and their parents through induction meetings. This will ensure that everyone in school is working towards the same standards and fully understands them.

9.2 Parents/carers will be contacted following a child moving onto a specific sanction level, if a child has worked their way onto the class star reward or if a child has simply worked well all term. Communication is frequent for positives and if a pupil needs to improve.

Home / School Agreement

9.4 The school's behaviour policy will be supported by a Home /School Agreement. All parents will be encouraged to sign the agreement. One copy will be retained by the parent, another copy in school. The agreement will be reviewed and signed.

10. Working with Other agencies

- 10.1 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, CAHMS, Family Support Worker, BOSS and the Educational Psychological Service when appropriate.

Police

- 10.2 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.

11. Sharing of Information

- 11.1 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.

12. Care of school premises and sites:

- 12.1 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.
- 12.2 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.

13. Equal Opportunities & Disability Discrimination

- 13.1 All children will be treated equally and fairly within the school and in accordance with the Equality Act 2010.
- 13.2 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.
- 13.3 Staff ensure children know all issues of discrimination and prejudice including the use of derogatory language will be addressed by staff.
- 13.4 Pupils will learn about the protected characteristics on a regular basis through the curriculum and assemblies.

14. Monitoring of behaviour in school

- 14.1 Behaviour is monitored by teachers and phase leaders on a day-to-day basis, so that trends of behaviour are noticed and supported straight away.
- 14.2 Behaviour is also monitored on a termly basis by Senior Leaders and this will be reported back to the governors in LGB meetings.
- 14.3 Analysis of behaviour data will look at groups, e.g. class, gender, disability and ethnicity, to identify any trends or patterns.
- 14.4 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 CPOMS.

15. Policy Review

- 15.1 The Principal is responsible for ensuring that this policy is implemented and that it is reviewed every 2 years.

Appendix 1.

Golden Time

<u>Foundation</u>	Activities to be chosen for the half term, pupils choose each week (on a Monday) the reward that they would like to take part in that week during Golden Time.
<u>Key Stage 1</u>	All staff (teaching staff and LSAs) will decide on an activity that they will do for the half term. Staff will be given a choosing sheet detailing the activity, the location and staff member running it. Pupils will have a circle time on a Monday morning with their class teacher where they will choose what activity they would like to take part in during Golden Time that week.
<u>Key Stage 2</u>	All staff (teaching staff and LSAs) will decide on an activity that they will do for the half term. Staff will be given a choosing sheet detailing the activity, the location and staff member running it. Pupils will have a circle time on a Monday morning with their class teacher where they will choose what activity they would like to take part in during Golden Time that week.

Appendix 2:



Phase Leader Behaviour File

Phase: EYFS/KS1/KS2

Please log any incidents reaching stage 3 on the consequence chart and state what consequence and restorative practice has been used. Where incidents are recorded please ensure that as Phase Leader you are then regularly checking on those pupils.

Log of Stage 3 behaviours

Name of pupil and year group	Date	Summary of behaviours	Consequence/restorative work completed

Appendix 3:

Consequence Stages:

	<u>Foundation/KS1</u>	<u>KS2</u>
<p><u>Stage 1:</u></p> <p><u>Low level behaviour</u></p> <p>This may include: being unfocused, not following initial instructions, pushing in the line.</p>	<p>Time target, differentiation check, verbal target, complete learning for 5 minutes at break/during provision.</p> <p>At this stage pupils need to be given encouragement and reminders (glance/verbal) as well as expectations being shared.</p>	<p>Time target, differentiation check, verbal target, complete missed learning during break and go out if possible once completed.</p> <p>At this stage pupils need to be given encouragement and reminders (glance/verbal) as well as expectations being shared.</p>
<p><u>Stage 2:</u></p> <p><u>Low level behaviour continues</u></p> <p>This may include: continued refusal to work/follow instructions</p>	<p>Reminders to be given, check on reasons why? Refer/instigate personal plans if persistent. Work to be supported initially and some attempt to catch up during break/provision.</p>	<p>Reminders to be given, check on reasons why? Refer/instigate personal plans if persistent. Work to be supported initially with a clear instruction. If it is not completed, it will be done at break time.</p>
<p><u>Stage 3:</u></p> <p><u>Disruptive behaviour</u></p> <p>This may include: lashing out at another pupil, disrupting the learning of the rest of the class.</p>	<p>Reminders to be followed, check on reasons why?</p> <p>Follow personal plan, instigate level 4 where necessary. (Ensure parents are informed, post incident learning completed, plans amended. Hourly monitoring of work if necessary.</p> <p>Hitting – reminders by staff on rules, post incident learning and 5 minutes holding hand at playtime.)</p>	<p>Reminders to be followed, check on reasons why?</p> <p>Follow personal plan, instigate level 4 where necessary. (Ensure parents are informed, post incident learning completed, plans amended. Hourly monitoring of work if necessary.</p> <p>Hitting – reminders by staff on rules, post incident learning to be completed with child.</p> <p>-Adult to revisit incident (once pupil is calm) to model, applying the suggested strategies.)</p>
<p><u>Stage 4:</u></p> <p><u>Persistent disruptive behaviour</u></p> <p>This may include: constantly attempting to disrupt the learning of the class by use of aggression or physical force.</p>	<p>Reminders to be followed, check on reasons why?</p> <p>Follow personal plan. Ensure parents are informed, post incident learning completed, plans amended. Hourly monitoring of work if necessary.</p> <p>Hitting – reminders by staff on rules, post incident learning and holding hand throughout playtime.</p>	<p>Reminders to be followed, check on reasons why?</p> <p>Follow personal plan. Ensure parents are informed, post incident learning completed, plans amended. Hourly monitoring of work if necessary.</p> <p>Hitting – reminders by staff on rules, post incident learning to be completed with child.</p>

		-Adult to revisit incident (once pupil is calm) to model, applying the suggested strategies.
<p><u>Stage 5:</u></p> <p><u>Most extreme behaviour</u></p> <p>This may include: damage to property, persistent verbal abuse to peers/staff, deliberate violence to peers/staff.</p>	<p>Removal from class by SLT. Time out.</p> <p>Parent/Carer contacted to come into school.</p> <p>Property damage to be assessed, parents shown, logical consequences e.g. tidy up, support/repair/replacement</p> <p>Verbal abuse reinforce expectation, possible apology, letter, high monitoring.</p> <p>Deliberate/targeted violent assault post incident learning, behaviour plan reviewed, multi-agency support/meetings.</p> <p>Suspension/Exclusion if severe or repeated.</p>	<p>Removal from class by SLT. Time out.</p> <p>Parent/Carer contacted to come into school.</p> <p>Property damage to be assessed, parents shown, logical consequences e.g. tidy up, support/repair/replacement</p> <p>Verbal abuse reinforce expectation, possible apology, letter, high monitoring.</p> <p>Deliberate/targeted violent assault post incident learning, behaviour plan reviewed, multi-agency support/meetings.</p> <p>Suspension/Exclusion if severe or repeated.</p> <p>Seclusion – safe and support learning area monitored and reviewed weekly with parents/staff.</p> <p>Personalised timetable – short learning focus alongside emotional/communication support.</p>

Appendix 4

Incident form:

Date:	
Pupil involved in incident YR GRP: AGE:	
Names of witnesses Names of staff involved.	
What happened? What was said? What action was taken to calm the situation? What sanctions followed the incident?	
Were there any injuries suffered by the pupil/s, staff? Was there any damage to property?	
Was restraint required? Who applied it? What was the nature of this restraint? For how long was it applied?	
What was the pupil's response to the incident? What was the outcome?	
What was agreed with the child? Was the child made aware of the consequences of further similar behaviour? What are these?	
Were parents contacted? Who contacted them? What was said? What was their response to the incident?	

Trust Addendum October 2022

D Slater



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 suspension (length dependent on incident)
- Suspension (fixed-term suspension) - 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)

Suspension/exclusion from the academy/school is only used in the most severe cases, e.g. if the police recommend the suspension/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**

