John Perry Primary School



Behaviour Policy

Last reviewed on: February 2025
Next review due by: February 2026

1. Statement of Intent

At John Perry Primary, we are committed to creating a culture where every member of the school community feels valued and respected. We want to build a caring community, with values built on mutual trust and respect for all where every person is treated fairly and well.

Every pupil is entitled to a calm, warm, ordered environment in which they know they belong and are able to engage fully with academic, self and pathways free of distraction. In this environment, they have the best chance of developing positive behaviours and effective habits for learning.

We insist on high standards and expectations when it comes to behaviour. We believe children need positive role models who will guide them and teach how to behave. Our School Values of being kind, thoughtful, respectful and tolerant and to demonstrate a strong sense of responsibility are embedded in everyday life at John Perry: they enable our children to develop the personal qualities that result in a safe and happy learning environment.

2. Aims of the policy

The aims of the policy are:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations, rewards and sanctions for behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Legal Framework

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on evidence from research such as the Education Endowment Foundation: 'Improving Behaviour in Schools' report and the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

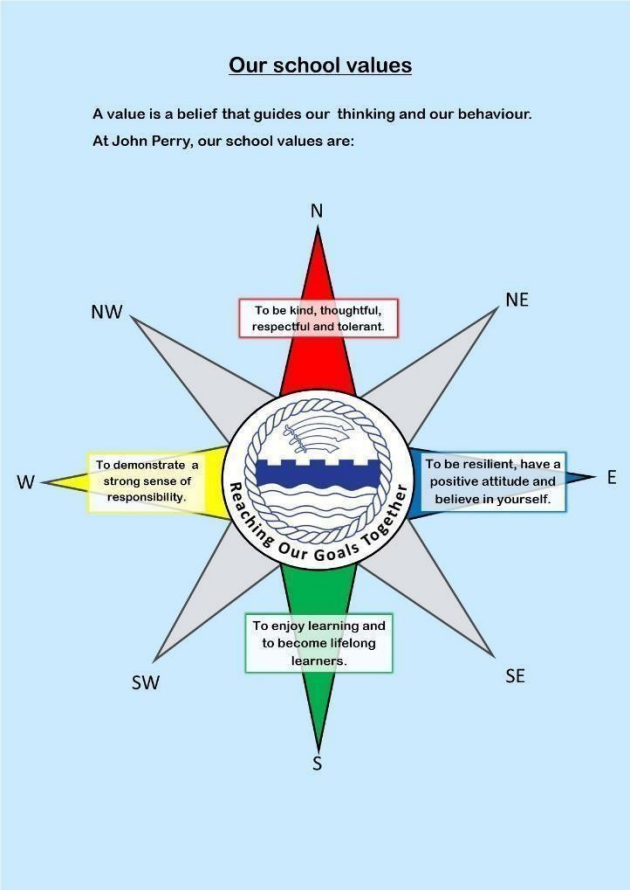
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Section 89 of the Education and Inspections Act 2006, which provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.
- DfE guidance explaining that maintained schools must publish their behaviour policy online

This policy should be read in conjunction with the school's Child Protection and Safeguarding Policy, SEND Policy, Uniform Policy and the staff's Code of Conduct.

4. Our School Values

Our School Values act as the 'moral compass' that guides our thinking, helps us make the right choices and reminds us of how we should behave. All staff and pupils are expected to embody and demonstrate these core values:

- To be kind, thoughtful, respectful and tolerant
- To be resilient, have a positive attitude and believe in yourself
- To enjoy learning and to become lifelong learners
- To demonstrate a strong sense of responsibility



We believe that adherence to these values will lead to creating a culture with high expectations of behavior that will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning and thriving.

5. The Thrive Approach

We expect all children to behave well, respecting themselves, their peers and the school. We teach children how to show our School Values in how they behave.

Our approach to behaviour management is based upon the principles of the Thrive approach.

It has three main benefits:

1. To help children learn about their emotions and regulate their behaviour
2. Improve attendance and attainment, and reduce exclusions by engaging children with learning

3. Strengthen links with parents and carers, ensuring a joined-up approach to supporting children's social and emotional needs

We want children to be able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding towards others.

- We aim to enable pupils to foster a willingness to take risks, experience and overcome challenges, and be successful in their learning.
- We want children to become enthusiastic, independent and self-aware learners – socially, emotionally and academically.
- Pupils will be encouraged to build tolerance, make good choices and take responsibility for their actions.
- Children will gain a sense of pride and build self-awareness through planned and incidental social and emotional learning and positive experiences as part of the ethos of our school.

6.Roles and responsibilities

6.1The Governing Body

The Governing Body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness in conjunction with the Head Teacher and monitor the policy's effectiveness.

Governors will support the school in maintaining high standards of behaviour.

The Governing Body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

6.2The Head Teacher

The Head Teacher is responsible for the implementation and oversight of the implementation of this policy to ensure rewards and sanctions are applied consistently. In conjunction with the Governing Body, he will ensure the policy is reviewed and updated annually, or sooner if required, to ensure it reflects current school procedures and is in line with current legislation.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.

6.3Strategic Leadership team (SLT)

SLT are responsible for:

- Being highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Providing absolute clarity about the expected standard of pupils' behaviour
- Ensuring that the Behaviour Policy is understood by all staff, parents/carers and pupils
- Ensuring the Behaviour Policy is part of the induction process for new staff and this is understood
- Reviewing what training is required for staff to meet their duties and functions within the Behaviour Policy
- Checking the most updated version of the Behaviour Policy is published on our school website and paper copies are available on request
- Supporting staff in responding to behaviour incidents and logging these on the school tracking system
- Modelling the behaviours we want to see from staff and pupils throughout the day
- Giving staff clear guidance about expectations of their own conduct

- Praising and rewarding those children who show good manners and behaviour at lunchtime and inviting them to the Golden Table at the end of every half term
- Following up those instances where staff fail to follow the Behaviour Policy, acknowledge those members of staff who adhere to the Behaviour Policy and promote good behaviour around the school
- Praising children for good behaviour and celebrating successes
- Ensuring that staff understand pupils' special needs and how these may affect their behaviour
- Putting in place suitable support for pupils with behavioural difficulties
- Building positive relationships with the parents/carers of pupils with behaviour difficulties

6.4 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Upholding the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour procedures
- Modelling positive behaviour towards all adults and children
- Establishing a stimulating learning environment
- Developing and maintaining a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour
- Encouraging positive behaviour and praising the behaviour they want to see more of
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Making it obvious that each student is of equal importance
- Ensuring the support of pupils with additional needs where those needs might affect behaviour
- Challenging pupils to meet the school expectations and maintain the boundaries of acceptable conduct
- Using parallel praise (i.e. praise children doing the right thing more than criticising those who are doing the wrong thing)
- Building a supportive dialogue between the home and the school and inform parents and carers immediately if they have concerns about their child's welfare or behaviour
- Communicating with parents and carers about their children's behaviour, especially to praise them when they behave responsibly and sensibly

6.5 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's Behaviour Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues

6.6 Pupils

Pupils are responsible for:

- Contributing to a culture of calm, safe, supportive learning where everyone is treated with dignity, kindness and respect
- Ensuring they are aware of the school behaviour standards, expectations, pastoral support, and sanctions processes
- Following the school behaviour policy and upholding the school rules
- Feeding back in a respectful, constructive manner about their experience of behaviour and providing feedback on the school's behaviour culture
- Taking responsibility for their own conduct and the welfare of others in the school community

Pupils will be supported to understand the behaviour standards and how these are linked to our School Values. Pupils will be provided with personalised support wherever appropriate.

7. Special Educational needs and disabilities/SEMH

It is our belief that children with SEND including ASD and SEMH should be given special consideration and support for their behaviour. It is essential that we have a good understanding of these children's needs.

Therefore, the following will be taken into consideration:

- All challenging behaviour is a communication of needs and it is important to consider factors which have contributed in the environment, in order that change can be affected over time.
- Trauma affects the brain and may lead to 'Fight, flight or freeze' behaviours which are not under the child's control. These behaviours must be given attuned and sensitive support and cannot be addressed until the child is calm.
- Emotional dysregulation can affect children's behaviour and must be supported by an adult according to their specific needs. Individual strategies should be used where appropriate, such as the use of 'social stories.'
- The environment should support a child's needs e.g. visuals, work stations, buddy systems, zones of regulation strategies
- The key is in the relationship with the child and their family and in the partnership that we have.

8. School behaviour curriculum

The behaviour curriculum defines the expected behaviours in our school. It includes the values of the school and an understanding of British Values, why they are important and what they look like in practice. Consistent implementation of the behaviour curriculum helps to create a predictable environment where good conduct is more likely and poor conduct less likely.

It is important that we explicitly teach and model high standards of behaviour, what positive reinforcements will be used to encourage excellent behaviour, what sanctions will be used where rules are broken and the key habits and routines required in school.

The behaviour curriculum has to be reinforced so that all pupils understand what behaviours are expected and encouraged and what behaviours are unacceptable and will not be tolerated.
We believe that pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills will be less likely to misbehave in school. It is our aim to embed the explicit teaching of learning behaviours in order to raise awareness amongst pupils of the need to recognise and manage their emotions and reactions.

These are the behaviours that we teach, promote and expect to see in our school:

Start of the school day	Children and parents/carers will wait orderly in agreed areas until teachers collect or welcome their classes at 08:30 (Nursery AM), 08:40 (ARP, Reception and KS1), 08:55 (KS2) and 12:30 (Nursery PM)
End of the school day	Children will wait orderly and sensibly until they are either dismissed to go home with an authorised adult or allowed to go home by themselves, if authorised by their parents or carers.
In the classroom	The learning environment in the classroom should be calm, supportive and focussed at all times. An appropriate, calm noise level should be maintained at all times. Children should be sitting with good posture at their tables A clear rewards and sanctions system should be displayed within the classroom ('Go for the Rainbow' in Early Years and KS1 and 'Go for Gold' in KS2). This should be used consistently by all staff and in line with this policy.
Transitions across the school	In order to maintain a calm and safe environment across the school children should walk sensibly and quietly at all times. Pupils to treat all areas of school respectfully, e.g. toilets, halls, swimming pool.
Playground	We expect all pupils to continue to follow the School Values in the playground when interacting with each other and with staff. Pupils are expected to look after the equipment provided for them and use it appropriately. At the end of lunch break, children are expected to put the equipment away when the whistle blows. At the end of break and lunchtime, the bell must be rang on time. At the first ring, pupils must stop playing. At the second ring, pupils must walk calmly to the line and wait to be collected by their teachers.
In the lunch hall	An appropriate, calm noise level must be maintained at all times. When queuing for their food, pupils must wait sensibly in line. Pupils must show good manners towards the kitchen staff and MDAs serving them. Pupils are expected to dispose of wastage independently and using the correct bins. For their health and safety, pupils are expected to walk – not run - in the dining hall.

Assemblies	During Word of the Week and Class Sharing assemblies, children are expected to enter and leave the hall in silence. During face to face and virtual assemblies, children are expected to 'Show 5', not talk to each other, be active listeners and engage with the content of the assembly.
Good manners	Good manners are important in our school. This helps us create an environment in which all individuals feel valued and respected. We should role model this to the pupils and teach it explicitly. Pupils should: • be encouraged to greet adults and one another politely and show behaviours such as holding doors open • be encouraged to say please and thank you in different contexts • understand the importance of gratitude and an individual's responsibilities as well as their rights

In addition to this, we expect our pupils to:

- Embody and demonstrate our School Values, which are:
    - To be kind, thoughtful, respectful and tolerant
    - To be resilient, have a positive attitude and believe in yourself
    - To enjoy learning and to become lifelong learners
    - To demonstrate a strong sense of responsibility
- Treat adults and other pupils with dignity
- Wear the correct uniform
- Have the correct equipment for lessons, including P.E. and swimming kit if appropriate
- Respect the school environment by – for example - putting rubbish in bins (in and out of the classroom), using the right peg to hang their bags and coats and picking up those who are on the floor, looking after and having pride in their classroom and school equipment (for example, exercise books) and reporting any damage to a member of staff
- Engage actively and positively in lessons and work hard
- Listen actively and respectfully to other people when they are speaking
- Present their work to the best of their ability
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Whilst implementing a consistent approach is paramount, sometimes a tailored approach to support an individual's behaviour may be necessary to ensure all pupils can meet behavioural expectations in the curriculum where appropriate and reasonable. These adjustments may be temporary. Where pupils do not meet behaviour expectations, we will support them in being able to do so. This does not mean that sanctions will not also be applied, alongside learning and support.

9. Rewards and Sanctions in the Classroom

We use two different visual behaviour systems to encourage positive behaviour for learning:

9.1 Go for the Rainbow

This is the system used in Reception and Key Stage 1.

At the beginning of every term, all children's names will be on the Diamond. The teacher will have a copy of the names on 'the Sunshine.'

First Warning: If adults observe inappropriate behaviour, the child will receive a 'first verbal warning.' The child will be taken to the chart (if there is a second adult in the classroom) but the name will stay on the Sunshine and on Diamond. The child will be given a reminder of rules and expectations. Second Warning: If this behaviour continues, the child's name will move down from the Sunshine to the Rain Cloud. The child's name will be removed from the Diamond and therefore the child will lose their chance of being invited to the Diamond time disco until the following term.

Third Warning: If the child continues to misbehave, the child will be sent to the 'thinking chair', 'thinking mat' or 'reflection table' for 5 minutes. The name remains on the Rain Cloud.

Fourth Warning: If after this, the behaviour does not change, the child will be sent to the Buddy Class with a referral form for 10 minutes where they will have to complete a reflection sheet. The name remains on the Rain Cloud.

Fifth warning: If after this, the behaviour does not change, the name will go down to the Thunder Cloud (or Stormy Cloud). Parents will be informed (face to face, over the phone, in written form).

Taking the child's name off the Diamond will help the teachers keep track of who deserves to go to the Diamond Time Disco by the end of the term.

Throughout the day, children are given opportunities to go back to the Sunshine but not to the Diamond - this will happen automatically at the beginning of the following term. All behaviour management is based on positive reinforcement, praise and incentives.
From The Sunshine, children have opportunies to move up the chart:

Good work, good behaviour, manners, effort – the child's name will go up to the Golden Sun. Towards the end of the day, if a child has demonstrated exceptional behaviour for learning throughout the day and they are already on the Golden Sun, their name could be moved up to The Rainbow! If that is the case, the child will go home with a Rainbow card for them to show parents/carers.

All names go back to the Sunshine at the beginning of every day as we believe that every day is a new, fresh start.

At the beginning of every term, all names go back to the Diamond.

The system used in our Nursery is very similar; however, children do not have the Diamond and they are not sent to a Buddy Class.

9.2 Go for Gold

In Key Stage 2, we use a system called 'Go for Gold.'

At the beginning of every term, all children's names will be on the Diamond. The teacher will have a copy of the names on Green.

First Warning: If adults observe inappropriate behaviour, the child will receive a 'first verbal warning.'

The name won't be moved; the child will be given a reminder of rule and expectations. Second Warning:

If this behaviour continues, the child's name will be moved down from Green to Amber. The child's name will be removed from the Diamond and therefore the child will lose their chance of being invited to the Diamond time disco until the following term.

Third Warning: If the child continues to misbehave, the child will be sent to the 'Reflection Table' for 10 minutes. The child can follow and join in the lesson from here. The name remains on Amber.

Fourth Warning: If after this, the behaviour does not change, the child will be sent to the Buddy Class with a referral form for 15 minutes where they will have to complete a reflection sheet. The name remains on Amber.

Fifth warning: If after this, the behaviour does not change, the name will go down to Red. Parents will be informed (face to face, over the phone, in written form).

Taking the child's name off the Diamond will help the teachers keep track of who deserves to go to the Diamond Time Disco by the end of the term.

Throughout the day, children are given opportunities to go back to Green but not to the Diamond – this will happen automatically at the beginning of the following term. As in Early Years and Key Stage 1, all behaviour management is based on positive reinforcement, praise and incentives.

From Green, children have opportunies to move up the chart:

Good work, good behaviour, manners, effort – the child's name will go up to Silver.

Towards the end of the day, if a child has demonstrated exceptional behaviour for learning throughout the day and they are already on Silver, their name could be moved up to Gold. If that is the case, the child will go home with a 'Go for Gold' card for them to show parents/carers.

All names go back to Green at the beginning of every day.

At the beginning of every term, all names go back to the Diamond.

10. Recognising Students' Positive Behaviours

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and/or reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines,

expectations and norms of the school's behaviour culture. Examples of rewards may include:

- Verbal praise
- Communicating praise to parents via a phone call, written correspondence or face to face
- Certificates (Pen License, Head teacher's Award)
- 'Go for the Rainbow' or 'Go for Gold' card
- In Year 6, School Values Award at the end of the year
- House points
- Stickers and/or ClassDojo points
- Star of the Week
- Invitation to the Golden Table for showing good manners and exemplary behaviour in the dinner hall
- Golden Time (please see section 8.1)
- Diamond Time Disco
- Whole-class or year group rewards, such as a popular activity

Class teachers are expected to reward positive behaviour using these strategies. However, if they wish to implement a different strategy, this will have to be approved by SLT and used alongside the strategies mentioned above.

10.1 Golden Time and Diamond Time Disco

To deserve Golden Time, children will have to demonstrate positive behaviours for learning during the week. This can also be used as a motivational tool to encourage those children who, on occasion, have reached the Thunder Cloud (EYFS and KS1) or Red (KS2) to turn their behaviour around, make a positive change and work towards a reward. The class teacher will decide who has earned to enjoy Golden Time on a Friday. Golden time will be from 14:40 to 15:00 in Early Years and Key Stage 1 and from 14:55 to 15:15 in Key Stage 2 every Friday afternoon.

Those children who fail to earn Golden Time will have to complete work while the other children will be taking part in their rewarded activity.

At the end of every term, there will be a Diamond Time Disco for those children whose names have stayed on the Diamond during the term.

11. Responding to Poor Behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will use reasonable and proportionate sanctions in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques should be used to help prevent further behaviour issues arising and recurring.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.
When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.
The school will also consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, the Child Protection Policy will be followed and the Designated Safeguarding Lead informed. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

12. Serious incidents of behaviour

The school uses a software called 'Arbor' to record all serious incidences of inappropriate behaviour including racism, swearing, homophobic language, threats and violent actions. This is a central electronic record where staff can log incidences and alert SLT. Incidents of a homophobic or racist nature should be referred directly to the Head or Deputy Head Teacher. Any attack on a member of staff should be dealt with by the Head Teacher.

If behaviour does not improve:

- The child may be put on a John Perry home-school behaviour book where targets are set and rewards and sanctions are made clear. This is to ensure that the behaviour is closely monitored and that the child, their parents and the school are working together.
- If behaviour still does not improve, a behaviour support plan will be put in place and closely monitored to check progress against expected outcomes. The school will continue to support the child and work with parents to ensure a positive change is seen as a result of the behaviour support plan.

Suspension and Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Head Teacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions, support and interventions.

At John Perry Primary School, we see fixed term suspension or permanent exclusion as an absolute last resort, when all other strategies have been exhausted. There are incidents or circumstances where a fixed term suspension may be the only appropriate step, such as:

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

The Head Teacher makes the final decision about the length of the suspension. A fixed term suspension occurs after consultation with staff and an investigation into the behaviour breach (which includes talking to staff, children and the child). The length of the suspension depends on the severity of the incident and individual pupil circumstances.

If an external suspension is deemed appropriate, the school will follow Statutory and LA guidelines for time limited exclusions. A letter will be issued to parents to explain clearly the responsibility that a child should not be in a public place during the period of the suspension.

Procedures:

- If an incident is deemed serious enough to involve a fixed term suspension, the school will endeavour to contact the parents on the day of the incident. If parents are separated, then both parents are informed of the exclusion
- A letter will be sent home within 24 hours, outlining the reasons for the suspension and the measures parents can take in relation to them
- Work will always be provided for the length of the suspension. It is expected all work will be completed to a good standard and that it is returned to the school
- Parents must meet with a member of the Leadership Team for a reintegration meeting on the day that the child returns to school to ensure such events don't reoccur. Procedures to appeal against a decision are also clearly outlined in the letter. **Permanent exclusion**

Permanent exclusion can only be granted by the Governors and usually follows a period of fixed term exclusions. The procedures for exclusions operate within the DfE guidelines at:
https://www.gov.uk/school-discipline-exclusions/exclusions

12.1 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will regularly promote students speaking out and create a culture where students are encouraged to talk to a member of staff if they are concerned or worried about such incidents. We promote and instill the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs in all its forms through our curriculum. We make use of our curriculum and assemblies to reiterate clear anti-bullying messages.

We will always deal with incidents of bullying swiftly. Direct sanctions can range from a formal warning to suspension or exclusion. Fixed term suspension and restorative approaches are used to serve as a clear message that we will not tolerate any form of bullying.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

12.2 Child-on-Child Abuse, Sexual Violence and Sexual Harassment

We are vigilant to, and will not tolerate, child-on-child abuse. Child-on-child abuse is sexual violence and harassment between children of any sex. It can involve individuals or can involve a group sexually assaulting or harassing an individual or group of children and can be between two children of any age. The NSPCC summary of the Department for Education (DfE) report *'Sexual violence and sexual harassment between children in schools and colleges'* (2018) makes the following points. Sexual violence includes:

- rape
- assault by penetration
- sexual assault - intentionally touching another person in a way that is sexual.

Sexual harassment is defined as 'unwanted conduct of a sexual nature' occurring online or offline. It can lead to the following:

- a violation of a child's dignity, and /or
- is likely to lead to intimidation, degradation and humiliation ● the creation of 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 and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include
    - non-consensual sharing of sexual images and videos;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media; and - sexual exploitation; coercion and threats.

Staff will challenge any inappropriate language and behaviour between pupils including language perceived as 'banter'. Any instances will lead to the involvement of SLT and the Designated Safeguarding Lead (DSL) and will be dealt with in line with the Safeguarding Policy (including making

referrals into support services as appropriate), this policy and the Anti-Bullying policy. Significant sanctions will be used for deliberate or malicious types of this behaviour.

All reports of child-on-child abuse, sexual violence or sexual harassment will be taken seriously and investigated appropriately and the victim will be supported and listened to carefully. Our priority will be their safety.

13. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

14. The Use of Reasonable Force

This section of the document has been written according to Behaviour in Schools guidance.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

15. Behaviour Outside the School Premises

Young people need good personal and social skills in order to live fulfilling and remarkable lives as adults, therefore we expect students to be well behaved both in and out of the school. This includes travelling to, from and around the school. If a student brings the school into disrepute (whether in school time, or outside, on or off the school premises) or their action outside the school premises are believed to offer a risk to the personal wellbeing of another pupil or staff member or disrupt school learning, we may apply appropriate sanctions in line with this behaviour policy.

16. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

In such cases, we may apply appropriate sanctions in line with this behaviour policy.

17. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being

likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding policy for more information.

18. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.