

KENTISH TOWN CHURCH OF ENGLAND PRIMARY SCHOOL

Love – Equality - Compassion

Excellent Teaching, Excellent Effort, Excellent Progress:
Every Child, Every Lesson, Every Day

POSITIVE BEHAVIOUR POLICY



Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Agreed by full governing board on:

October 2022

Date for next review:

September 2023

Person(s) Responsible:

Grant Jacobson

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1. Introduction and Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

This policy should be read in conjunction with the school's Anti-Bullying and Inclusion policies. We have written our policy so that all of us - teachers, parents, teaching assistants, midday meals supervisors, carers and children can work together to improve behaviour attitudes and standards of work. Effective teaching and learning take place by understanding children's rights and responsibilities so that our school community understand fair consequences for any actions.

Our policy explains expectations and the ways we work together to achieve our aims outlined in the Mission and Vision Statements as well as the Home School Agreement and the unity between home and school if we are to succeed.

Good behaviour in school is central to a good education. Our school aims to be a calm, safe and supportive environments which children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately is vital for all pupils to succeed personally.

In our school we aim to create a culture where pupils and staff flourish in safety and dignity so that all our rights are respected. Our school leaders create and reinforce this culture, ensuring it permeates through every aspect of school life. Staff are trained to make sure that they collectively embody our school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.

In our school we aim to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils are taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. This support is identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When pupils do misbehave, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. To support these aims, this guidance outlines different responses to behaviour that staff can use, including sanctions, pastoral and educational approaches. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. This guidance provides advice on interventions and approaches schools may wish to take to prevent the recurrence of misbehaviour.

This policy is also underpinned by the key Christian values that we as a school feel are an important part of our school's distinctive Christian nature. The concept of forgiveness is important when reflecting on behaviour and forms a central part of our approach to developing positive behaviour.

“Always treat others as you would like them to treat you” Matthew 7:12

“Forgive us our trespasses as we forgive those that trespass against us”-The Lord's Prayer.

2. Statement of Behaviour Principles (As per the UNCRC.)

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice.

Practical application of these principles is the responsibility of the Headteacher.

The Governors at Kentish Town Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Kentish Town Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

Key Principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others as per the UNCRC and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Kentish Town Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- High standards of behaviour are expected from staff, volunteers and pupils. The school rules should be clearly set out in the Behaviour Policy and Governors expect these rules to be consistently applied by all staff.
- A range of rewards will be consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student, and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, always taking into account special educational needs and disability and the needs of vulnerable children.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions. The Governors strongly feel that exclusions, particularly those that are permanent, should only be used as the very last resort.

- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour, and to take responsibility for their actions.
- Governors expect parents and carers to cooperate to foster good relationships between the school and home, to support good behaviour, and to maintain an orderly climate for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be referred to the police for further action.

The Governors expect the Behaviour Policy to include guidance and clarification for staff on:

- searching pupils (including identifying in the school rules items that are banned and that may be searched for)
- the power to use reasonable force or make other physical contact with children
- the power to discipline pupils for misbehaviour outside the school gate, including online
- pastoral care for school staff accused of misconduct
- when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

This written statement of behaviour principles is reviewed and approved by the full governing board every 3 years.

3. Legislation and statutory requirements

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

- [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 in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [It is also based on the Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [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](#)

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
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

4. Roles and responsibilities

The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 2). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or a member of the SLT promptly.

Children

Children are expected to:

- Keep to the school rules
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times

- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Respect the rights of other children as described in the UNCRC

Rights

We all have the right to:

- feel safe in our school in order to promote effective learning.
- work and learn together to the best of our ability.
- be treated with dignity and respect.
- access our rights as laid out in the UNCRC

The school rules are designed to encourage children to behave appropriately and support children in meeting the above expectations.

5. Behaviour management

It is essential that school is a welcoming for all pupils and potential pupils and this is reflected at a whole school level, for example in the school environment and the conduct of staff. The school supports children to feel safe physically, socially, emotionally and academically and has predictable and structured routines throughout the school day to support this.

This Behaviour Management Policy and all school systems are 'trauma informed' and responses to behaviour are differentiated to meet the children's needs. **Behaviour is seen as communication, not a choice.** We take into account the impact of childhood trauma on children and respond to behaviour sensitively especially when involving children with special educational needs (SEND). It is crucial that children feel listened to and that staff respond in a caring and sensitive manner.

Staff manage behaviour through relationships rather than relying heavily on rewards and sanctions to 'manage' behaviour for them. They model, through their language and approach, problem-solving; negotiating; compromising; describing emotional states, questioning and narrative skills.

All school staff use their understanding of what is being communicated through both internalised and externalised behaviour to develop more effective responses to children's behaviours.

We follow UNICEF's principles of a Rights-Respecting School (RRS), based on the United Nations Convention on the Rights of the Child (UNCRC), where each member of the school community has rights and rights-respecting actions (RRA). Each class has a 'class charter', the aim of which is to promote rights and RRA so that everyone can work together in an effective and considerate way.

We therefore aim to:

- catch our children doing the right thing and acknowledge it publicly and privately
- build positive working environments in our classrooms and in our playground
- provide opportunities and success in all areas of the curriculum
- give regular encouragement and descriptive feedback through our reward systems.
- make our children feel special by holding special events and activities
- build positive relationships with parents/carers and children and our whole school community
- remind children of the school rules (Appendix 2)

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Class Charter and refer to it when needed
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Class Charters:

Each class will devise their own class charter at the beginning of each school year. This should show how the class will:

- talk and communicate with each other
- learn together
- move around the class
- treat each other. This covers strategies to help deal with verbal insults, racist & sexist comments and poor manners
- resolve problems
- behave safely
- demonstrate British Values.

To reinforce our rights and responsibilities, children are given opportunities to discuss them through Personal, Social and Health Education and Citizenship (PSHE & C), which includes Social and Emotional Aspects of Learning (SEAL), as well as Circle Time and Collective Worship.

Responding to behaviour

Acknowledging good behaviour encourages further positive behaviour and communicates the school's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's culture.

Rewards

We encourage behaviour in a positive and constructive way. We feel that by highlighting and rewarding such behaviour, the children will be encouraged to adopt it.

Good behaviour is encouraged in the following ways:

On an individual basis by:

- Praise, verbal or written in front of peers

- Showing work to other adults
- Smiley faces, stickers or certificates
- Letters or phone calls home to parents
- Nominating children for a Growth Mindset award, who have shown significant effort and achievement in class.
- Golden Time. This means that children are allowed to choose what to do for a short period of time on a chosen day (Friday).
- At KS2 marbles in a jar can result in a Class treat (see below).
- Awarding of House Points.

On a class basis by:

- Marbles in a jar where the class teacher fills a jar to reward positive behaviour. When the jar is full, the whole class is rewarded. This may be a staged response e.g. quarter full extra Golden Time through to completely full resulting in a whole-class visit.

Responding to Misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques must be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

Responses to behaviour may have the following purposes:

- **deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour
- **improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. At times, children will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Children should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has SEND or is experiencing significant challenges at home.

Pupil support and children with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school is required to make reasonable adjustments and to take into account the child's specific SEND and how this impacts on their behaviour on a day to day basis. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When significant needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. A referral to MASH for a Multi Agency assessment may be considered at this point if there is evidence that the child's behavior is as a result of significant risk factors within the family home. Eg. Domestic violence.

Some pupils may be more vulnerable to experiencing physical intervention and restraint due to their personal circumstances or because they have SEND.

Pupils with emotional and behavioural difficulties may exhibit challenging behaviour or high levels of emotional distress and may be a risk to themselves or others.

Pupils with additional needs and/or SEND may exhibit challenging behaviour because of frustrations at not being able to communicate their difficulties or needs. These children are also more vulnerable to bullying.

Reasonable adjustments will have been made to ensure any policy on physical intervention and restraint does not disadvantage these pupils.

The specific needs of these pupils have been considered and that the school will tailor their approach accordingly to avoid discrimination against these pupils. This is likely to involve putting in place an individual plan in advance.

For children with exceptionally high needs as a result of their SEND, it may be necessary that daily physical intervention (see Physical Intervention Policy) is part of the way in which the school meets that child's special educational needs. This intervention should always be the minimum level needed to support the child. These children will also have outside professionals such as Learning Support Teachers from the Behaviour Outreach Team and the school's Educational Psychologist supporting their learning and advising school staff on the best way of doing this. Should an increasing level of physical intervention be required for a child, it may become necessary for more specialised provision to be considered in order for that child's needs to be met more effectively.

Physical restraint

Physical intervention and restraint on pupils should only be used as a last resort, normally when de-escalation strategies have failed, and when there is a clear risk of serious harm to the pupil or others or serious damage to property or to deal with serious classroom disruption.

Decisions on when to use physical intervention is a matter of professional judgement and any intervention or restraint should be proportionate and reasonable in the context of the perceived risk and in the pupil's best interests. This would normally be after de-escalation strategies have failed. Should such an intervention be required the school should record the details in the bound and numbered book, including any injury, and contact the parent/carer on the same day to explain the circumstances involved.

Our school follows Camden Local Authority's Policy on physical intervention.

Section 93 of the Education and Inspections Act 2006 allows members of the school's staff to use reasonable force in order to:

- prevent a pupil from hurting themselves or others
- prevent a pupil from causing serious damage to property
- remove a disruptive pupil from a classroom
- prevent a pupil from leaving a classroom where there is a risk to their safety or the safety of others.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

For a full copy of this guidance, please contact the school office for a paper copy or see the school website under policies.

6. Definitions

Whilst the vast majority of school activity is focused on developing positive behaviour, there are occasions when children do misbehave. The school takes a reflective approach to negative behaviour and our aim is to support children in developing their understanding of how their behaviour impacts on their own and others. We therefore support children to reflect on the consequences of their behaviour.

The following definitions apply when misbehavior has occurred.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework (including online learning)
- Poor attitude
- Deliberately ignoring instructions from school staff.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (including online)
- Sexual assault, including any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation (including online)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments, jokes or taunting
 - Physical behaviour
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Physical, Sexual or verbal assault of a pupil or a member of staff
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or any discriminatory behaviour (including online)
- Possession of any prohibited items. These are:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (including online)
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Reflection Time at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour Target Card

See Appendix 1 for a full list of possible sanctions.

Off-site behaviour

It is the parent/carer's responsibility to ensure that children behave appropriately when they are at home or out in the community. Misbehaviour offsite may attract a school sanction if it poses a threat to another pupil or brings the reputation of the school into disrepute.

Staff may discipline pupils for misbehaviour where they are:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Even if none of the above conditions apply, pupils can be disciplined for misbehaviour (including online) at any time that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public e.g. cyber bullying
- Could adversely affect the reputation of the school

In all cases the member of staff may only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will sanction the pupil in accordance with this policy. Please

refer to our Allegations against Staff Policy regarding procedures for more information on responding to allegations of abuse.

Suspension and permanent exclusions

The school 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 and interventions. The decision to suspend or exclude will be made by the head teacher and only as a last resort. Please refer to our school's Exclusions Policy and the DFE guidance for more information. [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

Supporting Children following a Sanction

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a reflective discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents/carers or the Virtual School Head for looked after children;
- considering whether the support for behaviour management being provided remains appropriate
- making appropriate referrals to support the child further eg CAMHS, Learning Mentor, Behaviour Outreach Team.

7. Guidance on specific Behaviour Issues: Bullying, Sexual Violence and Harassment

Zero Tolerance

The school has a **zero tolerance** approach to the sexual violence and harassment. Even low level behaviours will not be accepted or tolerated as this can contribute to the creation of a culture where sexual violence is allowed and accepted. Staff are aware that victim blaming can also contribute to the creation of such a culture and are trained in how to challenge children who behave inappropriately.

The school's response will therefore be:

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

As we are working with primary age children, the school will take an educational approach to supporting children who perpetrate such behavior and not a purely punitive approach. Often children are imitating behaviours that they have seen with very little awareness of how inappropriate their actions are.

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
- **Can occur in person or online**

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, sexism, display of sexual material, sexual gestures, unwanted physical attention, sexual violence, 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

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

Online bullying is defined as the use of technology such as email and social networking sites to deliberately hurt or upset someone or harass or threaten. Unlike physical forms of bullying, the internet allows bullying to continue past school hours and invades the victim's home life and personal space. It also allows distribution of hurtful comments and material to a wide audience.

Online bullying is extremely prevalent as pupils who would not consider bullying in the physical sense may find it easier to bully through the internet, especially if it is thought the bullying may remain anonymous.

Bullying may take the form of:

- rude, abusive or threatening messages via email or text
- posting insulting, derogatory or defamatory statements on blogs or social networking sites
- setting up websites that specifically target the victim
- making or sharing derogatory or embarrassing images or videos of someone via mobile phone or email (for example, sexting/"happy slapping").

- Online bullying can affect pupils and staff members. Often, the internet medium used to perpetrate the bullying allows the bully to remain anonymous. In extreme cases, online bullying could be a criminal offence under the Harassment Act 1997 or the Telecommunications Act 1984.

Where incidents are extreme, for example threats against someone's life, or continue over a period of time, consideration should be given to reporting the matter to the police as in these cases, the bullying may be a criminal offence.

Individual schools are responsible for deciding what sanctions will be applied for breach of acceptable use policies. Sanctions applied should reflect the seriousness of the breach and should take into account all other relevant factors. (See Appendices 1 and 2)

8. Child on Child Sexual Violence, Abuse and Harassment.

Definitions:

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

This can take many forms, such as:

- Abuse in intimate personal relationships between peers
- Sexual violence and sexual harassment
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

The following diagram is useful in understanding the hierarchy of sexual violence.



Reporting and Responding to Reported Incidents. (See Safe guarding and Child Protection Policy)

Any reported incident of sexual violence, abuse or harassment will be taken extremely seriously. Staff should report concerns to a member of SLT as soon as they become aware of them and these concerns should be recorded on the My Concern software.

Where there's been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Risk Assessments

Where there's been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

Record these risk assessments and keep them under review.

The risk assessment will inform whether staff need to:

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

- Report to the police

The DSL (or a deputy) should engage with children's social care, LADO and specialist services as required:

Where there has been a report of sexual violence, the risk assessment will likely need input from social workers or sexual violence specialists within your local multi-agency safeguarding team (MAST)

Use any MAST assessments to inform your school's approach and update your own risk assessment accordingly.

Reporting Concerns.

Staff **must** report concerns to a member of the Senior Leadership Team as soon as they become aware of any incident of sexual misconduct. Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. Creating a culture and ethos of respect, tolerance, acceptance and diversity makes it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour. Children in our school are taught how to report incidents and are actively encouraged to do so. This is always framed within the UNCRC and children are actively taught their rights as a way of empowering them to keep themselves safe.

Reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Promoting appropriate sexual behaviours.

As well as focusing on what is inappropriate, we help pupils to understand what good and healthy sexual behaviour means.

The RSE/RHE curriculum covers important areas such as:

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

Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse. Offering the child a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. Staff will gently but firmly condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experiences.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Mobile phones belonging to children are allowed in school but must be handed into the school office.

Searching a pupil

Searches will only be carried out by any member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. The safety and welfare of the child involved is of the utmost importance. The school will, at all times, follow the guidance set out in the DFE guidance.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

For the full guidance, please use the following link: [latest guidance on searching, screening and confiscation](#).

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

Desks, Lockers, Bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings and arrange form handover meetings where a child is transitioning both in and out of the school.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. (*Team Teach*) Staff also undergo regular refresher training.

Behaviour management will also form part of continuing professional development. Recently the school staff have received a significant level of training on how trauma and behaviour are linked. The school has engaged fully with the Trauma Informed Practice In Camden project (TIPIC).

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the full governing board every year. At each review, the policy will be approved by the headteacher.

The stages of behaviour and the written statement of behaviour principles (appendices 2/3) will be reviewed and approved by the full governing board every 3 years.

The headteacher will provide an analysis of behaviour data to the governing board to identify patterns of concerns and how the school is addressing these. Data will be looked at from a variety of aspects including, individual, staff, group characteristics and school levels. Training considerations will also be looked at to ensure that the staff are addressing behaviour in an effective manner.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions and Suspensions policy
- Physical Intervention policy
- Safeguarding and Child Protection policy
- Anti Bullying policy
- Online Safety Policy

APPENDIX 1: Stages of Behaviour Guide

	Misbehaviour	Possible Sanctions
Stage 1	<p>LESS SERIOUS</p> <ul style="list-style-type: none"> • Not being organised for school day (re: PE kit/PACT Folder etc) • Eating sweets/gum • Ignoring instructions • Occasional talking at inappropriate times • Not lining up sensibly • Accidental damage through carelessness • Deliberate time wasting • Bringing inappropriate items to the school 	<ul style="list-style-type: none"> • Eye contact • Frowns • Proximity eg sitting next to adult • Reminders of school rules • Change of seating • Loss of Golden Time if persistent
Stage 2	<p>DISRUPTIONS</p> <ul style="list-style-type: none"> • Wandering around • Persistently not handing in homework • Interrupting teacher when talking to whole class • Interrupting and/or annoying other pupils in class and at play • Talking during Worship • Making silly noises • Pushing in line • Not responding to teacher's request to work • Work avoidance • Playing in the toilets • Using equipment inappropriately • Minor challenge to authority/demonstrating unpleasant attitude towards others • Category A offences-see online safety policy. • Rough or inappropriate play 	<ul style="list-style-type: none"> • Separation from the rest of the class/group • Reflection Time and letter home to parents • Writing a letter of apology • Completing Behaviour Reflection Form • Completing unfinished work in Golden Time (KS2) • Time out in class • Time out from playground • Missing golden Time <p>Also refer to above sanctions.</p>
Stage 3	<p>VERY SERIOUS</p> <ul style="list-style-type: none"> • Being more disruptive, deliberately creating a disturbance • Disrespectful comments* • Challenge to authority • Swearing* (verbal and/or physical gestures) • Wilful destruction of property • Leaving class without permission • Deliberately giving false information to a member of staff • Repeated refusal to follow instructions • Category B-see online safety policy. • Repeated reflections for more serious issues (failure to improve behaviour) 	<ul style="list-style-type: none"> • Internal suspension • Formal contact with parents eg letter(s) home/telephone calls • Completing Behaviour Reflection Forms • Letters of apology • Target cards • Missing class trip due to safety issues • Headteacher/Deputy/Assistant Headteacher involvement • Playground suspension • Fixed term suspension <p>Also refer to above sanctions</p>
Stage 4	<p>EXTREMELY SERIOUS</p> <ul style="list-style-type: none"> • Repeatedly leaving class without permission • Physically harming someone • Harmful offensive name calling e.g. racist, homophobic* • Bullying* (inc Cyber Bullying) including misogynistic, racist, homophobic and any abuse relating to disability or any protected characteristic. • Fighting and intentional physical harm to other children • Throwing large dangerous objects e.g. chairs • Serious challenge to authority* • Verbal abuse to any staff member • Vandalism • Persistent dishonesty* • Stealing • Category C offences-see online safety policy. • Deliberate flouting Covid procedures • Persistent Bullying regarding any of the above in stage 3* • (*any of the above via social media or occurring off site) 	<ul style="list-style-type: none"> • Immediate involvement of HT/DHT • Telephone call and/or meeting with parents with follow-up letter • Playground suspension • Fixed term suspension <p>Also refer to above sanctions</p>

Stage 5	<p>EXCEPTIONALLY SERIOUS</p> <ul style="list-style-type: none"> • Verbal/physical abuse towards any staff member or child • Extreme danger or violence towards any staff member or child • Any abuse relating to the use or threat of an offensive weapon eg knife. • Leaving the school site without supervision or permission • Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation (including verbally and online) • Sexual violence and sexual harassment either in person or online. • Upskirting • Sexting • Category D offences-see online safety policy. • Serious malicious allegation against a pupil or member of staff • Very serious challenge to authority • Running away from staff whilst on a school trip. • *Any of the above occurring off site 	<ul style="list-style-type: none"> • Suspension of up to 45 days (within a year) NB: Recurring behaviour will involve longer suspension periods. • Playground suspension (Behaviour pertaining to lunchtimes will involve suspension at lunchtimes) • Permanent Exclusion <p>Also refer to above sanctions.</p> <p>All of the above are also applicable during online learning/social media-see category of offences Appendix 3.</p>
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APPENDIX 2: Online Safety Infringement Descriptions.

Category A infringements

These are low-level breaches of acceptable use agreements such as:

- *use of non-educational sites during lessons*
- *unauthorised use of email or mobile phones*
- *unauthorised use of prohibited sites for instant messaging or social networking.*

Category B infringements

These are persistent breaches of acceptable use agreements following warnings and use of banned sites or serious breaches of online safety policy that are non-deliberate, such as:

- *continued use of non-educational or prohibited sites during lessons*
- *continued unauthorised use of email, mobile phones or social networking sites during lessons*
- *use of file sharing software*
- *accidentally corrupting or destroying other people's data without notifying staff*
- *accidentally accessing offensive material without notifying staff.*

Category C infringements

These are deliberate actions that either negatively affect school ICT systems or are serious breaches of acceptable use agreements or anti-bullying policies, such as:

- *deliberately bypassing security or access*
- *deliberately corrupting or destroying other people's data or violating other's privacy*
- *online bullying*
- *deliberately accessing, sending or distributing offensive or pornographic material*
- *purchasing or ordering items over the internet*
- *transmission of commercial or advertising material.*

Category D infringements

These are continued serious breaches of acceptable use agreements following warnings or deliberately accessing and distributing banned or illegal materials which may result in a criminal offence, such as:

- *persistent and/or extreme online bullying*
- *deliberately accessing, downloading or disseminating any material deemed offensive, obscene, defamatory, racist, homophobic or violent*
- *receipt or transmission of material that infringes the copyright of other people or is in breach of the Data Protection Act*
- *bringing the school name into disrepute.*

APPENDIX 3: Rules

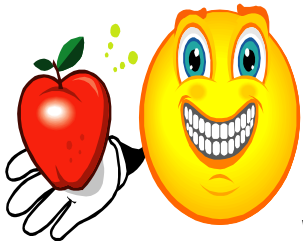
These help to protect our rights and encourage responsibility. We have agreed school rules negotiated with teachers, the school council and staff. These operate inside and outside the classroom in accordance with the class charters.



We will keep our hands and feet to ourselves.



We will work hard.



We will be kind and helpful.



We will be gentle.



We will respect one another's rights.



We will listen to each other.



We will look after property.