



St John's

Church of England

Academy

Part of the



**Durham &
Newcastle
Diocesan
Learning
Trust**

**Behaviour Policy
Updated November 2024**

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St John's Church of England Academy strives to provide our children with the best possible start to life in the 21st Century in a safe in line with our vision, 'Trust in God. Trust Yourself. Aspire, Believe, Achieve.'

Rationale

We have high expectations for behaviour, believing that effective teaching and learning can only take place in a secure, calm, caring and orderly environment. We pride ourselves on being a warm, caring community, whose Christian values are built on mutual trust and respect for all. During their time at St. John's, all children are encouraged to follow our **golden rule**, 'Treat others as you would like to be treated.'

We have **3 silver rules**, which underpin our principles and day to day practice. These are:

- Be Ready
- Be Respectful
- Be Safe

We have **1 bronze rule**. Christ's message of forgiveness is implicit in all that we do and it is always made clear to a child that when something is done to them that they feel is wrong, the ultimate end point is to forgive the perpetrator.

- Be Forgiving

It is our role to educate our pupils to understand the impact that their behaviour can have on others. Pupils are supported to identify ways they can diminish, restore and reverse the harm they have caused. We avoid teaching pupils that they will be punished for harming others and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who want to avoid negative behaviour, and when bad choices are made, have the skills to resolve problems independently. Our policy guides staff to teach self-discipline and not blind compliance.

We believe that implementing the principles of **Restorative Practice** helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves.

Aims

- To promote a calm, purposeful and happy atmosphere in school, conducive to effective teaching and learning.
- To foster positive and caring attitudes towards everyone where achievements at all levels and in **all aspects of life** are acknowledged and valued.
- To encourage increasing independence, self-discipline and self-respect so that each child learns to accept responsibility for his/her own behaviour.
- To have high expectations of behaviour with clear rules, fair rewards and sanctions that are known to all staff, pupils and parents/carers and consistently applied throughout the school.

- To promote co-operation with parents and the local community.
- To recognise the importance of a positive approach to the behaviour of our children, believing that by modelling and teaching children to care for themselves and others that children will learn to behave appropriately in different situations.

Roles and Responsibilities

The purpose of this policy is to provide simple practical procedures for staff and pupils that recognise and reinforce behavioural norms, promote self-esteem, self-discipline and teach appropriate behaviour through positive interventions, allowing positive relationships to flourish. **Consistency is fundamental and essential to the effective implementation of the behaviour policy.**

All staff

- Meet children positively when they arrive at school, in their classroom or for designated sessions.
- Refer to the Silver Rules 'Be Ready, Be Respectful, Be Safe' ensuring that rules are displayed and agreed by the children.
- Refer to the Bronze Rule 'Be Forgiving' when required. Ensure children know that this is the end point of negative behaviour.
- Model positive behaviours and build relationships, recognising that each child is an individual, a precious gift from God and being aware of any special needs; treating all children fairly and with respect.
- Promote positive relationships with parents and keep them informed of positive and negative behaviour that affects their child.
- Plan lessons/sessions/clubs that engage, challenge and meet the needs of all learners.
- Raise children's self-esteem by using positive praise.
- Understand that promoting positive behaviour is part of educating children. Take the necessary time to reinforce rules clearly and consistently.
- Always strive to deescalate/prevent before sanctions are necessary.
- Follow up every incident and engage in reflective, restorative dialogue with pupils, focussing on achieving forgiveness.
- Never ignore or walk past pupils who are behaving inappropriately.
- Record necessary incidents of behaviour on CPOMS.
- Have high expectations of children's behaviour both in and outside school.

At St. John's, behaviour is **everyone's** responsibility. Staff at all levels are expected to follow and implement this policy. All staff are expected to participate in the development and review of our Behaviour Policy and thereby, all staff are entitled to access training along with advice and support from senior colleagues and outside agencies.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. They will stand alongside colleagues to support, guide, model and show a unified consistency to pupils when addressing behaviour. They will:

- Support staff, where necessary, in returning pupils to learning by attending restorative meetings.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Encourage positive feedback to parents/carers.
- Share good practice and celebrate those who go above and beyond expectations.
- Use behaviour data to target and assess interventions, policy and practice and ensure any training needs are identified.
- The **SENCO/Home School Support Worker** are responsible for supporting teachers with developing provision such as pastoral support and individual behaviour plans for children if needed. They will also seek advice from multi-agencies.

The Headteacher

The Headteacher has overall responsibility for the behaviour of the children and for **implementing the Behaviour Policy**, under the Schools Standard Framework Act 1998. The role is one of support and leadership, making clear what is expected and acceptable, encouraging positive behaviour, dealing with serious offences, monitoring behaviour and reporting to Local Academy Councillors. The Headteacher will keep parents informed of whole school issues and encourage parents to work in partnership. Direct support will be sought from parents when dealing with serious issues.

Local Academy Councillors/Directors

Local Academy Councillors/Directors support the Headteacher by agreeing our Behaviour Policy. They review its effectiveness by monitoring occurrences of serious behaviour issues including bullying, racism, homophobic and Online Safety issues.

Pupils

Staff should make clear and regularly remind children that they are responsible for their own behaviour and that they can influence on the behaviour of others. Pupils should:

- Know and follow the Golden, Silver and Bronze rules.
- Work to the best of their ability and allow others to do the same.
- Follow the instructions of staff.
- Make good choices and inform an adult if they are unhappy or upset.

All pupils are entitled to:

- An orderly, safe and supportive atmosphere in which teaching and learning can take place.
- Active participation in the development and review of the behaviour policy.
- Access to support mechanisms within school.

Our Approach to Positive Behaviour

All pupils and staff are a member of a House Team - Matthew, Mark, Luke and John. We use our team approach, so our children and staff know that their positive attitude and

behaviour is for more than individual recognition - it is for the good of all. Pupils will be awarded House Points for demonstrating the Golden, Silver and Bronze rules.

In Classrooms

Children should be involved in setting class rules within framework of 'Be Ready, Be Respectful, Be Safe, Be forgiving.' Each teacher will work with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to. The agreed rules are on display in the classrooms.

At St. John's, we believe that engaging lessons/playtime, building staff/pupil relationships, high expectations, well-established routines and raising self-esteem are the foundations of achieving positive behaviour. We do not believe in the overuse of individual rewards. We want teach and encourage our pupils to behave positively because it is the right thing to do, not because they feel they will receive a reward.

All classrooms will have access to a House Team chart. Where a member of staff feels a child has gone above and beyond, a point will be added to the chart, with the chance of being 'House of the Week' in Friday's Good News Worship.

Children who display negative behaviours need to know that their actions will not be ignored. Consequences of inappropriate choices are dependent upon the **severity and frequency of the incident**.

Whilst a calm/quiet verbal warning is often necessary, we do not believe in embarrassing pupils by calling them out in front of their peers, which often only serves to escalate the situation. We believe that children should be 'Praised in public, reprimanded in private.'

To ensure consistency throughout school, the following command has been agreed when the attention of the whole class is required, to which children are expected to stop what they are doing and face the teacher: '*Time to stop and listen.*'

Techniques and strategies to reinforce positive behaviour include:

- Creating a calm, purposeful and supportive environment; pupils need to feel safe and secure both physically and emotionally.
- Positive pupil/staff relationships where staff *know* the child.
- A focus on positive self-esteem needs to be fostered through being valued and the growing sense of competence. Our ability to behave and learn, is affected by how we perceive ourselves and this is influenced by all the positive or negative comments from the people around us.
- Be Assertive. Give clear, direct messages of the behaviour expected and what will happen when a pupil chooses to behave positively or negatively.
- Have positive expectations.
- The pupils must have a clear understanding of the objectives of the task and receive positive feedback leading to a growing sense of confidence.
- Tasks must be active, engaging and well-paced; in general pupils do not misbehave if they are on task. The level of challenge must be appropriate for all abilities.

- Positive repetition – give a clear direction, spot a couple of pupils who are doing it, then mention their names and reinstate the direction they are following.
- Consistent genuine praise – make it personal by naming a child.
- Scan the rest of the class if working with a small group and praise children who are working appropriately.
- Circulate the class if children are working independently and give positive recognition quietly to individuals.
- Use a restorative approach. Ask the children what will resolve the situation and aim towards forgiveness.
- Refer to our Golden, Silver and Bronze rules.
- Refer to our Christian values.

On the Playground

Our playground rules run alongside classroom approaches, albeit in a different environment. At St. John's we follow the OPAL (Outdoor Play and Learning) approach to playtimes. Pupils have access to a wide range of highly stimulating resources, which allow them to develop fundamentally important behaviours such as teamwork, sharing and resilience. Children who show particularly positive behaviours at playtime have a chance to win the Golden Wellie in Friday's Good News Worship.

Each OPAL zone is supervised. Staff **monitor and develop** their zone and encourage children to take part in positive play and intervene where necessary, to prevent negative incidents from occurring. Playground staff are informed of current concerns/problems so particular children can be more closely supervised. A member of the SLT is available during playtime if needed.

Children experiencing behaviour difficulties are given proactive coping strategies to avoid incidents. Our Home School Support Worker leads peer support groups to promote positive play opportunities.

Lunchtime staff are expected to deal with incidents of negative behaviour in line with this policy and inform the class teacher at an appropriate time. For more serious incidents, a member of the SLT should be informed.

Playtime ends with a tidy up session. All teachers should be clearly visible on the yard when the school bell rings.

When moving around the school building, children should walk quietly and calmly. When moving as a class, should move in a single file line on the left-hand side of the corridor.

Informing Adults of Concerns

We encourage all children to talk to a member of staff about any concerns they may have about themselves, or on behalf of a friend. All children at St John's should feel able to share their problems and feel assured that they will be listened to and that action will be taken.

Pupils Resolving Conflict Themselves

Children are encouraged to take responsibility for resolving their own conflicts. St. John's is committed to teaching children how to do this. Staff model strategies and ensure that children carry them out, reaching a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence or abuse. They will do this by:

1. Listening to others with no interruptions and are encouraged to maintain eye contact.
2. Each child has a turn to say what the other(s) has/have done to upset them and how they feel about it. They express how they would like the other child to behave in future.
3. No one is allowed to interrupt or argue. They go on taking turns until everyone has finished.

A Restorative Approach

St John's is committed to using a restorative approach to ensure that disputes are dealt with promptly and fairly. A restorative approach encourages children to take responsibility for their actions and to realise the impact that their behaviour can have on others. It enables both the victim and the perpetrator to have their say so that the situation can be sorted out, apologies and agreements about next steps made and whether sanctions or other resolutions need to be agreed. The ultimate end point is for the victim to feel justice has been served so that they can **forgive** the perpetrator.

Adults follow restorative approach guidelines which are:

- Deal with disputes promptly.
- Be fair and not judgmental.
- Ensure all children have their turn to speak without interruptions.
- Encourage resolution and ultimately forgiveness.

When disputes happen, we use restorative language. We ask questions such as:

- What happened?
- What were you thinking when it happened?
- How were you feeling?
- How has this affected other and how did it make them feel?
- What can be done to make things better?
- How can we make sure this doesn't happen again?
- Do you feel that this situation has been resolved?
- Do you feel ready to forgive?

Praise and Rewards

At St. John's, adults aim to raise self-esteem by offering praise in a range of forms. These include:

Verbal Praise often means more than extrinsic rewards are reactions from staff. Stopping a child and saying, 'I noticed how kind you were to ...' or 'I heard from Mrs X how well you are

doing in reading' is invaluable and is a key part of our strategy to build positive relationships with children.

Dojos may be awarded for any actions or attitudes which stand out. Such a statement may be perceived as ambiguous. However, it is dependent on the child. A child who struggles with times tables may be awarded a Dojo for finally mastering the 3 x times tables after lots of hard work. A child who is consistently helpful in the classroom may be awarded a Dojo at the end of the week for their help. A child who struggles to regulate themselves may be awarded a Dojo for taking time out and avoiding negative behaviour.

When awarding the Dojo, the member of staff should reinforce the reason it was awarded so the child is fully aware. A Dojo can be awarded by any staff member to any child at any time. This reinforces our philosophy that the care and wellbeing of all our children is the responsibility of all adults in school.

The Dojo is then awarded to the child as a House Team point and will be counted towards their weekly total. The House Team with the most Dojos on a Friday morning become 'House of the Week' and go in for lunch first the following week.

Certificates are awarded during Good News Worship on a Friday. Typically, certificates are awarded for Learning Powers and Christian Values. However, occasional alternative certificates and achievements may be awarded. The parents/carers of the children receiving the certificate are invited to attend and a photo of the children is shared on the school website and Facebook page.

Headteacher Stickers may be awarded for children who complete a particularly impressive piece of work or carry out a particularly notable action. Children are sent to the Headteacher where they receive a sticker, and a photo is shared on the school Facebook page.

Positive feedback to parents through discussions on the playground, via a phone call, via email etc.

The Golden Wellie is awarded each week during Good News Worship for children who demonstrate stand-out behaviours at playtime. Notable behaviours should link to the school's Play Policy e.g. resilience, risk taking, teamwork etc.

Sanctions and Consequences

Engagement with learning is always the primary aim. For the vast majority of our pupils a gentle reminder of the expectations is sufficient to refocus their attention. However, pupils who continue to make poor choices must know that they are responsible for these. Staff will clearly explain why they have not met the expectations and link the sanctions to it **calmly**. **Staff must not confront poor behaviour with anger. Adults are expected to deescalate skilfully.**

If consequences are to be effective, they must be presented to pupils as a choice and the natural outcomes of inappropriate behaviour. They must be actions that pupils do not want

e.g. missing 5 minutes of playtime, sitting alone, having parents called. Consequences should not be used to humiliate a pupil.

Where a pupil misses a proportion of their playtime or similar, the member of staff who has imposed the sanction is responsible for the child. Children must not be left unsupervised e.g. in the school hall; in a classroom. The area outside the Headteacher's office/staffroom may be used. However, unless the action hits the necessary behaviour threshold, this does not indicate the Headteacher being involved.

It should be clear from the member of staff's words and actions that it is the behaviour of a child that is unacceptable and not the child.

We employ a number of sanctions to enforce the Gold, Silver and Bronze rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

On the following page is the structure of our *Consequence System*, which must be followed by all staff. In line with our Bronze Rule 'Forgiveness,' Each pupil must start the day with a 'clean slate.'

Consequences for Inappropriate Behaviour		
Consequence	Expectation/Behaviour	Behaviour Management Strategies
Positive Rule Reminder (No consequence at this stage)	Warning – Positive Rule Reminder Where a general reminder has not been effective in correcting undesirable behaviours, children should be given a targeted reminder of expected behaviours. <ul style="list-style-type: none"> Poor levels of work Talking to another child across the classroom Distracting others Shouting out 	'I have asked everyone to listen. That means you need to stop talking, empty your hands and look at me. Thank you. If you choose to keep talking that is a C1.' Give rule reminders. Try and identify behaviour that is proactive/positive e.g. praise neighbouring child who is displaying the correct behaviours
Consequence 1 (C1)	C1- First recordable negative behaviour Make a note of the child to track how many they have got in one day.	'You have continued to talk. You are now on a C1. If I have to speak to you again, remember, you will then be on a C2 and you will have to move seat. You're also at risk of losing some time with your friends.' Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and diffuse the situation by praising those who are displaying the correct behaviours.
Consequence 2 (C2)	C2 – Second negative behaviour If a child receives three C2s in a day, then it converts to a C3 and they miss 15 minutes off lunch or the next break time.	'You have continued to talk, I now need you to move seat. Next time I have to remind you about your behaviour, you will lose your next break/15mins of your lunch break.' When you have given the reminder, try speaking privately to the child. Additional signals or non-verbal refocusing is useful. Ask if there is anything that you can do to help e.g. check they are able to complete the work.
Consequence 3 (C3)	C3 - Third negative behaviour or Minor physical/verbal aggression Any conduct from C3 or above requires the child to complete an Expectations Form. Record on CPOMs . If a child receives 3 x C3s in a half term, it is recorded as a C4 and the class teacher will ring parents to inform.	'You are now on a C3. You will now miss all of your break/or 15 minutes of your lunch break. During the 15-minute supervision time the child should complete an Expectations Form (uploaded to CPOMs by the class teacher) to give them the opportunity to reflect on their behaviour. Class teachers should discuss what they are going to write and set expectations. They should have high expectations and review its contents with the child (where possible) before returning to class. If the 15 minutes is during break time, this will be spent in a classroom. If the 15 minutes is at lunchtime it will be spent outside the staffroom/Headteacher's office.
Consequence 4 (C4)	C4 - Fourth negative behaviour Continuation of poor negative behaviour across the school day or serious physical/verbal aggression Any conduct from C3 or above requires the child to complete an Expectations Form Record on CPOMs Discussion with Headteacher and loss of lunchtime.	'You have now moved to a C4 because ... this means you've now lost your full lunchtime session.' (A C4 results in the 15-minute supervision time being converted into a lunchtime session at the earliest opportunity). During this session the child must complete any work missed and complete an Expectations Form.
Consequence 5 (C5)	C5- Fifth negative behaviour or immediate C5 for Health and Safety (an incident with an immediate risk). **If a child receives a C5, parents must be notified and invited to a meeting with a member of SLT. Record on CPOMs	If a child continues to disrupt learning, then they can no longer remain in the classroom. Send for support by SLT
C6 -Fixed Term Suspension	If a child fails a C5 they will be suspended (C6) for a minimum of 0.5 days (see section on SERIOUS INCIDENTS) **If a child receives a C6, parents must be asked to collect their child immediately. They should be issued with a suspension letter	Only the HT (or DHT acting in the absence of HT) can issue a child with a fixed term suspension.

Serious Incidents

“One-off” serious incidents should be referred to a member of SLT and will be dealt with on an individual basis. Parents will be informed and involved in the decision regarding appropriate sanctions. Any incidents of serious aggression, bullying, racism, radicalism/extremism or homophobia must be logged and reported to a member of SMT straight immediately.

For serious or repeated offenders, it may be necessary to take any of the following actions although this is extremely rare:

Internal Suspension (up to 5 days or more)

- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- Child has no contact with own class or classmates and works outside the Headteacher’s office
- Child has no access to playground, extra-curricular or enrichment activity.

If behaviour improves, move back to main class on a full or part time basis. If no improvement or serious offence next step is:

Fixed Short Term Suspension (up to 5 days per term)

Only the Headteacher, or in his absence the Deputy, has the power to exclude a child. When this happens, the following procedures will take place:

- Parents/carers and Chair of Pupil Discipline Committee informed.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract or report for a minimum of four weeks.

If behaviour improves remove from report. If not, move to the next step.

Fixed Long Term Suspension (up to 45 days per year).

- After a period of 5 days fixed term exclusion, the school will organise the child to be taught at an alternative partner school for the rest of the exclusion.
- Parents, Chair and Clerk of Discipline Committee
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either re-instate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or Personal Support Programme for a minimum of eight weeks.

Permanent Exclusion

- Parents, Chair, CEO and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).

- Discipline Committee either re-instate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or report for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

In exceptional circumstances fixed or a permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Serious deliberate damage to school property.

Child-on-Child Abuse/Sexualised Behaviour

Child-on-child abuse and sexualised behaviour sits outside of the consequence system and should be dealt with in isolation. When investigating suspected child on child abuse or sexually harmful behaviour, staff should refer to the Brook Traffic Light Tool (See Appendix 1) and inform the DSL or DDSL, who will decide on an appropriate course of action inline with the Academy's Safeguarding Policy. Guidance from this policy is below:

Children can abuse other children. This is now referred to as child on child abuse and can take many forms. It can happen both inside and outside of school. There may also be reports where the children concerned attend two or more different schools.

Child on child abuse will not be tolerated. All staff will take a zero-tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between children, many of which may be sexual in nature. We recognise that even if there are no reported cases of child on child abuse that such abuse may still be taking place and all staff should be vigilant.

A difficult feature of child on child abuse is that the perpetrators could be victims themselves and possibly are being abused by other family members, other adults and children. In cases where child on child abuse is identified we will follow our procedures for dealing with concerns, recognising that both the victim and perpetrator will require support.

The school takes the following steps to minimise the risk of child on child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries.
- Using the Relationship, Sex and Health Education and PSHE to educate and reinforce our messages through stories, role play etc.
- Ensuring school is well supervised, especially in areas where children may be vulnerable.
- Ensures staff are aware of the indicators and signs of child on child abuse and how to identify them.

- Addresses inappropriate behaviour (even if it appears to be relatively minor).
- Has clear robust policies on dealing with key issues of behaviour such as cyber bullying.
- Ensures staff and children are aware of the policies.
- Ensures robust supervision and be aware of potential risky areas in the school.
- Increases supervision during key times.
- Takes steps to prevent isolation.
- Separates children if needed.
- Where risk is identified, an individual child risk assessment is put in place.

The following systems are in place to enable children to confidently report any abuse:

- All children know who they can report to in school
- Worry/Talk it out box in hall, which is systematically checked daily by a designated member of staff.
- Assemblies signposting children to key actions / people
- Posters around school

Each alleged incident will be recorded, investigated and dealt with on an individual basis based on the following principles:

- All information will be recorded in writing using the agreed procedures (CPOMS for school staff or for external staff and volunteers by completing a cause for concern form).
- All children involved (victim and alleged perpetrator) in school will be spoken to separately by the DSL.
- Where the incident also involves a child at a different establishment the DSL will ensure effective liaison and information sharing.
- All children involved (victim and alleged perpetrator) will be appropriately supported throughout the process.
- The DSL will balance the child's wishes against their duty to protect the child and other children.
- The school will work with our local safeguarding partners where appropriate.
- The DSL may need to go against the victim's wishes and make a referral to children's social care or the police. This will be handled sensitively, the reasons explained to the victim and appropriate support made available.
- Parents will be informed of the incident and how their child will be dealt with and supported (unless this would put a child at greater risk).

Victims, perpetrators and any other children affected by child on child abuse will be supported in the following ways:

- Support will be tailored on a case-by-case basis.
- All children involved will be supported by an allocated member of staff.
- The needs and wishes of the victim will be considered, along with protecting the child.

- Wherever possible, the victim and witnesses will be able to continue their normal routine.
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- All reasonable steps will be taken to protect the anonymity of any children involved in any report of sexual violence or sexual harassment.
- Adequate measures will be put in place to protect the children involved and keep them safe.
- A needs and risk assessment will be made and a safety plan put in place when required.
- Early help assessment, children's social care and other agencies will support where appropriate.

Research tells us girls are more frequently identified as being abused by other children, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and children). We recognise that both boys and girls experience child on child abuse but can do so in different ways. We recognise that child on child abuse can manifest itself in different ways, such as:

- Child Sexual Exploitation/Child Criminal Exploitation.
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Physical abuse.
- Radicalisation.
- Abuse in intimate friendships/relationships.
- Sexual violence and sexual harassment.
- Gang associated and serious violence.
- Initiation / hazing type violence and rituals.
- Consensual and non-consensual sharing of nudes and semi-nude images and /or videos.
- Causing someone to engage in sexual activity without consent, such as forcing someone to
- strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting (which is a criminal offence).

There are a number of factors that make children more vulnerable to child on child abuse:

- Experience of abuse within their family.
- Living with domestic violence.
- Young people in care.
- Children who go missing.
- Children with additional needs (SEN and/or disabilities)

Some of the reasons why children abuse other children:

- The child may have been emotionally, physically, or sexually abused themselves.

- The child may have witnessed physical or emotional abuse.
- The child may have viewed sexually explicit/violent movies, video games or other materials.
- The child may have just acted impulsively without meaning to harm anyone.

THRIVE

The Academy uses the 'Thrive' approach to support all children's emotional and social learning throughout the day. Our first priority is to care for every child in a secure, friendly environment. The Thrive approach encourages and teaches children to face new challenges, become more independent, and to believe in their own abilities.

As members of the community, we aim to build positive relationships with each other, with the child and with their families. We have high expectations of behaviour and we expect each individual to respect others, their families, culture and beliefs.

The Thrive Approach draws on the latest neuroscience, recent attachment research, current studies of effective learning and current models of child development in order to help school to understand the needs being signalled by children's behaviour. It gives us targeted strategies and activities to help children re-engage with learning and life.

Children may face challenges that they cannot express in words and that causes them to become dysregulated. The Thrive approach offers understanding and support to enable them to manage their feelings appropriately.

Many children will respond to the care, understanding and support given by parents, family, friends and teachers. However, others may need additional strategies. We believe that all behaviour is communication and that communication needs to be understood and supported.

Pupils Conduct Outside the School Gates

Whilst the behaviour policy refers mainly to the behaviour of pupils within the school premises, teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Any inappropriate behaviour when the child is:

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

Any inappropriate behaviour that:

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

Parents and the police will be informed if the behaviour is criminal or causes threat to a member of the public. The local community is entitled to consideration and respect and the co-operation of

the school in events which affect the community. For further information please see the DFE document '[Behaviour and Discipline in Schools](#) - A Guide for Headteachers and Schools Staff.'

Challenging Children

Most children are able to manage their behaviour positively with only slight intervention, responding well to positive management. A small number of children have significant difficulties in managing their behaviour and need a more individual approach. In these cases, class teachers, the Headteacher and parents will work closely together to support the child through targeted IBPs (Individual Behaviour Plan) and the use of appropriate outside agencies.

Positive Handling

Occasionally, children can become dysregulated to the extent that they pose a risk to themselves and/or others. In these instances, the child may need to be handled by one or more members of staff. All members of school staff have a legal power to use reasonable force. This power applies to any member staff at the school. It can also apply to people whom the Headteacher has put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. In the absence of the Headteacher the designated lead in their absence becomes the decision maker on who is placed in a position of charge over the children/pupils/young people.

All staff received Positive Handling and De-escalation training in September 2023 from Clennell Education Solutions . The principles outlined during the training were that:

De-escalation and using low-level response is the best and safest way of resolving an incident. If everything has failed to resolve an incident and physical intervention is necessary, the following advice must be adhered to.

- Restrictive Physical Intervention is: "the use of force to control a person's behaviour" (DOH July 2002).
- RPI should only be used as a last resort when all de-escalation/behaviour strategies have been exhausted.
- The intervention must be a reasonable, necessary and proportionate response to the occurring situation and wherever possible RPI should be avoided.
- RPI should never be used as a punishment.
- Where force is necessary, it must be used in a way that maintains dignity for all concerned.

Staff have a clear understanding of positive holds that minimise risk to the child, whilst ensuring the child and others remain safe.

Working with Parents

The school actively encourages close links between parents and teachers; parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

All new parents are asked to sign a copy of our Home School Agreement when their child starts at the school, which highlights our expectations for high standards of behaviour. Pupils who struggle with their personal discipline benefit from a consistent approach at school and in the home. Simple agreements that give the child the same message have maximum impact.

All parents are responsible for:

- Supporting the school in the implementation of this policy as outlined in the Home School Agreement.
- Being aware of school rules and expectations as outlined in our Behaviour Policy and the Home School Agreement.
- Encouraging children to be independent and self-disciplined.

All parents are entitled to:

- Information about the school's Behaviour Policy (website) which forms part of the Home School Agreement.
- Regular contact with teaching staff.
- Be regularly and actively involved in the social and educational development of pupils.
- Positive involvement in seeking constructive solutions to any situation involving their child which is causing major concern.

Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour. On the occasion they are placed on 'red' they will be invited in to discuss the incident with the teacher and or SLT.

Teachers are available on a daily basis to discuss any concerns and our Home School Support Worker offers practical and pastoral support to parents. Parents are also signposted towards support services if they require help with behaviour such as Family Intervention.

When contacting a parent about a problem staff should:

1. Begin with a statement of concern. Let the parent know that you care about the child.
2. Describe the specific problem and use your documented evidence.
3. Describe what you have done so far to solve the problem.
4. Get parental input. Possible questions e.g. Is there anything going on at home? (Divorce, move, separation etc.)
5. Let the parent know what you are going to do now to solve the problem and explain what you would like to the parent to do.
6. Let the parent know that you are confident that the problem can be sorted out and that there will be follow up contact.
7. Recap

Working in Partnership

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as:

- Educational Psychologist

- CAMHS (Children and Adolescents Mental Health Services)
- In school Counsellor
- Young Carers
- Family Support Workers
- Vulnerable Pupils Panel

Monitoring

All staff will need to record *serious incidents* and make a brief record of meetings with parents on our IT based data base (CPOMS). It may be necessary to set up a Daily/Weekly report book for a child in partnership with parents.

Evaluation

The effectiveness of our policy will be judged by:

- The number of exclusions.
- Behaviour of children in lessons, around school and in the yard.
- Attitudes of children e.g. Are they courteous? Respectful of the property of others?
- Pupil's knowledge of the behaviour policy.
- Views expressed by parents (questionnaires) or other members of the public.
- Number of incidents logged.

Review

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Local Academy Council on its effectiveness. This policy will be subject to a review every three years or as new research and best practice emerges.

This policy relates to the following policies:

[PSHE](#) and Citizenship, Teaching and Learning, [Equal Opportunities](#), [Special Educational Needs](#), Social, Moral, Spiritual and Cultural, [Anti Bullying](#), Positive Handling, [Safeguarding](#).

Signed:



Reviewed November 2024

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Behaviour Reflection Form Key Stage 1

Write or draw what you did that broke our school rules.

Write or draw what you will do differently when you are allowed to return to the class/playground.

Copy our Silver and Bronze Rules below:

Be Ready

Be Safe

Be Respectful

Be Forgiving

Behaviour Reflection Form Key Stage 2

You have been asked to complete this form because your behaviour needs to improve. Once this form is complete, you will be forgiven and will be allowed back in class. If you continue to break the school rules, the consequences will be escalated.

What did you do that resulted in a C3 or above?

How does this behaviour impact others (adults and children)?

When you are allowed to return to the class/playground, what will you do differently?

What is our Golden Rule?

What are our Silver Rules?

What is our Bronze rule?
