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Owner: Headteacher

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Behaviour Policy
(statutory)

"Love one another as I have loved you." This is the foundation value of St Paul's C of E Junior School. Our longing for each other to flourish, to be the best we can all be, to be fulfilled and happy and fully alive, grows out of the way God does this for each of us first. Our school community is a family and our school, a place where we want everyone to feel included, respected and safe.

1. Aims

This policy aims to:
- Outline behaviour expectations;
- Define what we consider to be inappropriate and unacceptable behaviour;
- Provide a consistent approach to the way in which manage and respond to incidents of unacceptable behaviour, including peer on peer abuse, sexual harassment and sexual violence;
- Summarise the roles and responsibilities of different people in the school community;
- Outline our system of celebration and consequence.

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

- Keeping Children Safe in Education 2021

- Sexual violence and sexual harassment between children in schools and colleges 2021

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, it 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;

- DfE guidance explaining that maintained schools should publish their behaviour policy online.

3. Definitions

Inappropriate and unacceptable behaviour is defined as:
- Preventing others from learning;
- Refusal to adhere to the school rules or follow the pupil code of 'Rights and Responsibilities';
- Verbal abuse, such as name calling and sexist comments;
- Inappropriate body language;
- Disrespecting school property; Racist, homophobic or discriminatory behaviour;
- Fighting;

Possession of any prohibited items, such as:
- Knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks.

- 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).
- Vandalism, theft or smoking;
- Misuse of the school's ICT systems or internet;
- Use of mobile phones whilst on site.

Peer on peer abuse is defined as:

- Bullying (including cyberbullying, prejudice based and discriminatory bullying);
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual harassment, such as sexual comments, remarks, jokes, online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos;
- Upskirting;
- Initiation/hazing type violence or rituals;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Causing someone to engage in sexual activity without consent.

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.

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, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

4. Responding to reported incidents of peer on peer abuse:

Peer on peer abuse will not be tolerated in any form and the response of the school will:

- Be proportionate;
- Carefully considered;
- Supportive of the pupil who was impacted by the behaviour;
- Supportive of the pupil who displayed the behaviour in order for them to avoid a further reoccurrence;
- Involve the parents of the pupils;
- Be decided on a 'case by case' basis.

All pupils are taught about what respectful behaviour looks like, about body confidence and self-esteem, healthy relationships and consent. Staff understand that children are capable of abusing their peers and will continue to maintain a respectful attitude of 'it could happen here'. They appreciate addressing behaviour incidents, even if

they appear to be relatively innocuous, is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Pupils are also taught about the importance of calling out and reporting anything that makes them uncomfortable, as it happens, no matter how small it may seem. They know that staff will always:

- take their safety and wellbeing seriously;
- listen to them;
- act on their concerns;
- refuse to tolerate or accept any type of abuse.

Every opportunity will be exploited to promote the message to pupils that reporting incidents benefits everyone, including:

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

Every report will be swiftly acted upon and an assessment of the social, physical and environmental risks will be completed (see Appendix 5). The safeguarding of other pupils will also be considered, alongside the need to support, educate and protect the pupils involved in the incident. In doing so, we will consider:

- The age and developmental stage of the pupil who displayed the behaviour;
- The nature and frequency of the alleged incident;
- How to balance an appropriate and proportionate consequence alongside education and safeguarding support (if necessary, these should take place at the same time).

The outcome will determine the next steps in how the situation will be managed. This might involve:

- Managing the incident internally;
- A whole school response - addressing an issue through our RSHE curriculum and the other ways in which our school promotes respect, e.g. whole school assemblies, circle time, class discussion etc;
- Putting a safety plan in place (see Appendix 7)
- Making a referral to Early Help services;
- Making a referral to Children's Social Care;
- Reporting the matter to the police.

Consideration will also be given to what a suitable consequence might be for the pupil displaying the behaviour. For example:

- A verbal warning;
- Facilitating an apology and restorative conversation;
- A letter to parents;
- Keeping a pupil off the playground for a specific period;
- Community service – litter picking, tidying resources etc;
- A period of internal exclusion, the duration of which will be dependent on the incident;
- A fixed term exclusion, the duration of which will be determined by the nature of the incident.
- Outreach work.

Permanent exclusion from school will only be considered in the most severe cases, for example, if the police recommended this course of action after an incident of sexual assault.

A record will be completed for every reported incident (see Appendix 3 and Appendix 7).

5. Roles and responsibilities

5.1 The governing board

The Learning and Teaching Committee is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Learning and Teaching Committee 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.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Learning and Teaching Committee, giving due consideration to the school's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal swiftly effectively with poor behaviour, and will monitor how staff implement this policy to ensure consistency.

5.3 Staff

Staff are responsible for:

- Implementing this policy consistency;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents.

Behaviour incidents will be managed using the Stop, Define, State, Enforce approach.

Stop – stop the child from doing what they are doing;

Define – explain succinctly what it is that they have done wrong

State – say 'These are our school rules and this isn't what we do', stating the relevant Right and Responsibility and what this looks like in practice & what they could have done differently;

Enforce – explain what the consequences of the incident will be.

Year Group Team Leaders will support staff in responding to behaviour incidents, as will the Inclusion Manager, Headteacher and Deputy.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of Rights and Responsibilities;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Promptly discuss any behavioural concerns with the class teacher.

5.5 Pupils

We expect all children to demonstrate the positive behaviours captured in our Rights and Responsibilities.

I have a right to…	I have a responsibility to…
1. Learn	1. Do my best
2. Be heard	2. Listen to others
3. Be safe	3. Look out for others
4. Be respected	4. Treat others with respect
5. Use school property	5. Respect school property

They are also required to: Pupils are expected to:

- Wear the correct uniform;
- Accept consequences;
- Refrain from behaving in a way that brings the school into disrepute, including when off site.

6. Celebrations and consequences

6.1 We encourage and celebrate positive behaviour with:

- Praise – verbal, written, positive word or gesture, referral to another adult;
- Informing parents – communicating good news whenever possible, sending messages home or phone call;
- Special responsibility, privilege or trust – sit by/work with a friend of their own choice, work in an area away from the direct supervision of the teacher, awarded a special job or responsibility;
- Golden Certificates;
- Awards from the Head and Deputy;
- Discussing behaviour issues and solutions during group circle time and PHSE;
- Taking behaviour issues to the school council for discussion and solutions.

6.2 Securing consistent consequences

An essential part of our positive behaviour management lies in the fact that each child knows that consequences will be imposed for inappropriate behaviour. The principles upon which consequences are based should be:

- avoided where possible;
- fair;
- the minimum necessary;
- immediate where appropriate;
- the child knows that a consequence will take place;
- short lived;
- consistent;
- focused upon the act not the child;
- expected and understood by the child;
- delivered in a calm, respectful way;
- accompanied by a model of acceptable behaviour;
- not humiliating to the child or the adult;
- sufficiently disagreeable to discourage a repetition;
- involving parents (where appropriate).

The school may use one or more of the following consequences:

- A verbal reprimand or warning;
- Facilitating an apology and restorative conversation;
- Sending the pupil out of the class; (Children will be expected to complete the same work as they would in class)
- Expecting unfinished work to be completed at home, or at break or lunchtime;
- A letter or phone call to parents;
- Keeping a pupil off the playground for a specific period;
- Community service – litter picking, tidying resources etc;
- Referring the pupil to a more senior member of staff;
- Individual behaviour plan (these are specific, short term target-based plans, constructed with the child);
- Agreeing a behaviour contract;
- A period of internal exclusion, the duration of which will be dependent on the incident;
- A fixed term exclusion, the duration of which will be determined by the nature of the incident.

7. Off-site behaviour

Sanctions may be applied where a pupil has behaved inappropriately out of school, including when online.

8. 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 meet with parents and an appropriate consequence will be issued to the pupil.

Please refer to our Child Protection Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of alleged misconduct.

9. Classroom management

Teachers and learning mentors 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 pupil code of conduct or their own classroom rules;
- Adopt a Zones of Regulation approach in teaching the tools and strategies for mindfulness, thinking, wellness and making and maintaining healthy connections with others;
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils on the threshold of the classroom in the morning/ after break and lunch;
  - Establishing clear routines;
  - Communicating expectations of behaviour in ways other than verbally;
  - Highlighting and promoting good behaviour;
  - Having a plan for dealing with low-level disruption;
  - Using positive reinforcement;
  - Concluding the day positively and starting the next day afresh;
  - Understanding when it might be appropriate to involve other staff.

Appendix 4 contains a range of classroom behaviour management strategies, from least to most intrusive and Appendix 6, a behaviour rating tool that supports a problem-solving approach to identify a child's social and emotional strengths and help plan the provision needed to support their learning.

10. Physical restraint

In some circumstances, staff trained in Team Teach may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others;
- Serious damage to school property.

Incidents of physical restraint will only be used in cases where a Positive Handling Plan has been agreed and signed by parents:

It will:

- only every be used as a very 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 in the Bound and Numbered Book (stored in the Headteacher's Office) and reported to parents.

11. Confiscation

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any prohibited items (listed in section 3 of this policy) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

12. Pupil support

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's Inclusion Manager 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 acute 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.

13. Pupil transition

To ensure a smooth transition to the next year, pupils spend time with their new teacher and classmates prior to the start of the new academic year. In addition, staff members hold detailed handover meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is recorded on CPOMS so that it is accessible to all relevant staff. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14. Training

Our staff are provided with information on the school's approach to the management of behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. A staff training log can be found in Appendix 2.

15. Monitoring arrangements

This Behaviour Policy will be reviewed by the Headteacher and the Learning and Teaching Committee every two years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Learning and Teaching Committee each year.

16. Links with other policies

This behaviour policy is linked to the following:

- Child Protection Policy
- Anti-bullying Policy
- SEND Policy
- Equality Objectives
- Pupil Code of Rights and Responsibilities
- Staff Code of Conduct
- Individual Pupils' Positive Handling Plans
- Whistleblowing Policy
- Data Protection Policy

History

Date	Reference	Amendments
December 2018		Policy rewritten.
May 2020	Coronavirus (Covid-19)	Temporary addendum to reflect necessary changes to policy due to the Covid-19 outbreak.
August 2020		Policy reviewed in light of guidance documents, Sexual violence and sexual harassment between children in schools and colleges September 2021 and KCSIR 2021 and the DSL attending NSPCC Managing Sexualised Behaviour in Schools training. Definitions of peer on peer abuse added and a section regarding responding to reported incidents of peer on peer abuse. Peer-on-peer sexual abuse: risk and needs assessment added as Appendix 5, Recording Sexualised Behaviours Form as Appendix 7 and a Safety Plan template as Appendix 8. Behaviour rating tool added and reference to Zones of Regulation included. Further changes were made to the body of the policy, including changing sanctions to consequences and including the Stop, State, Define and Execute approach.

Appendix 1:

<h2 style="text-align:center">St Paul's C of E Junior School
Written Statement of Behaviour Principles
(statutory)</h2>

At St Paul's, we value everyone as an individual, capable of growth, change and development. We believe that every member of the School family is made in the image of God and we rejoice at the range of character and strengths which is embodied in each and every member of the school. Our relationships should and must be underpinned by principles of justice, equality, mutual respect, fairness and consistency so that every member of the School family can flourish and fulfil their unique potential, individually and together. We have the highest of expectations for what every pupil and staff member can achieve and offer, which leads naturally to the development of our pupils as responsible and mature citizens now and in the future.

The purpose of this statement is to give guidance to the Headteacher in drawing up a Behaviour Policy by stating the principles that the Governors expect to be followed. Practical application of these principles is the responsibility of the Headteacher.

Principles

1. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

2. All pupils, staff and visitors are free from any form of abuse or discrimination.

3. Staff and volunteers set an excellent example to pupils at all times. Every member of staff promotes positive behaviour and adheres to the School's 'no shouting and no intimidation' culture.

4. Rewards and sanctions are used consistently by staff, in line with the Behaviour Policy, which is understood by all pupils and staff.

5. Exclusions will only be used as a last resort and the School will adhere to DfE guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf, which outlines the processes involved in permanent and fixed-term exclusions.

6. Pupils are helped and supported to take responsibility for their actions.

7. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

8. Governors wish to emphasise threatening behaviour or abuse by pupils or parents towards school staff will not be tolerated. If a parent's conduct is inappropriate, the school may prohibit them from entering the school site.

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.

This written statement of behaviour principles is reviewed and approved by the Learning and Teaching Committee annually.

Appendix 2:

Staff Training Log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3:

St Paul's C of E Junior School
Behaviour Log

Pupil's name:	
Name of staff member reporting the incident:	
Date & time of incident:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any consequences?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Signed:_____   Dated: _____

Appendix 4:

Classroom Behaviour Management Strategies – least to most intrusive

1. **Directing the child to the behaviour we want**
   • always use the pupil's name when giving them individual direction;
   • focus on the desired behaviour rather than the unwanted behaviour e.g. "One at a time through the door, please.";
   • wherever possible rephrase negatives to give a positive direction e.g. "Keep the noise down at this table, thank you.";
   • directions should be brief;
   • over dwelling on a point or giving a mixed message should be avoided.

2. **Non-verbal messages we give with our tone and body language**
   • body language should demonstrate that you are not going to get "hooked in" or aroused by the child's behaviour;
   • posture should remain calm and relaxed;
   • maintain a composed face and an even tone of voice;
   • respect a pupil's need for personal space.
   These signals will reinforce your words.

3. **The pause**
   • initiate the child's attention by lifting the voice a little (different to increasing the volume) and saying their name;
   • follow this with a pause to sustain attention and ensure that they are fully focused on what is being said
   • then give a positively phrased direction, "David……..David, back to work thanks."/ "Michael……..Peter……..looking this way and listening, thank you." This technique is also very effective when teaching the whole class.

4. **Privately understood signals**
   • a positive form of correction which reduces the amount of corrective language required
   • can be explained to the whole class or just individuals;
   • useful for reinforcing verbal messages;
   • effective in a split attention situation where the teacher is working with one child but can signal to another across the room;
   • should always be preceded by the child's name and a pause.

5. **Tactical ignoring**
   • part of non-verbal behaviour management and is the conscious decision to ignore certain behaviour and focus on the flow of the lesson;
   • safety issues, aggressive behaviour, bullying tactics or blatant put downs cannot be ignored;
   • works well in conjunction with acknowledging and reinforcing the behaviour of others that are following the rule;
   • avoids negative attention for inappropriate behaviour;
   • must be used within individual comfort zone or degree of frustration tolerance;
   • requires the need to plan what to move on to if it does not achieve its purpose;
   • useful when dealing with secondary behaviour as it then allows the adult to be more effective in giving verbal correction for the primary behaviour.

6. **Distraction or diversion**
   • sometimes a situation can be managed well by saying or doing the unexpected. This strategy distracts or diverts a child's attention away from their planned course of action;
   • can often be effective to defuse a situation with humour;
   • asking a direct question can re-focus a child who isn't paying attention;
   • in situations outside the classroom, calling a child over and turning away indicates the expectation is that they will come and allow them take-up time to comply with the request. This very effectively diverts them from what they were previously doing.

7. **Partial agreement**
   • a child is asked to put away a toy they are playing with in class and responds, "I wasn't playing with it." A partial agreement in this situation would be, "Maybe you weren't but I'd like you to put it in your tray, please." ;
   • useful when a child answers back or wants the last word;
   • allows the focus to remain on the primary issue and to ignore any secondary behaviour;
   • allows a child time to save face and comply.

8. **Using "I" messages**
   - everyone has "bad" days when feelings get in the way;
   - anger and disappointment should be saved for the issues that really count;
   - messages should be conveyed appropriately and unambiguously;
   - it is vital to distinguish between the child and behaviour;
   - It is important to spend time repairing the relationship.

9. **Giving conditional directions: When..then...**
   - can maintain a feeling of positive direction whilst ensuring that the child complies with what is expected;
   - particularly useful when dealing with children who seek power or try to control situations;
   - can be rephrased: "As soon as you've…. You can…";
   - avoids direct confrontation.

10. **Questions and feedback**
    - more useful to ask closed than open questions e.g. "Why?" may lead to getting hooked into receiving a great deal of unnecessary information;
    - it is better to ask a closed question which focuses on what the child should be doing e.g. "What should you be doing?";
    - sometimes requires the broken record technique, repeating the question several times until an appropriate answer is given;
    - questions can also be used as reminders of rules, "What is our rule for quiet reading?", by answering the question the child gives a positive description of what they should be doing.

11. **Rule reminders**
    - used to redirect behaviour in an extremely positive way.
    - clarify what is required and add purpose to a direction.
    - can be phrased as a question, "What is our rule for…?" or as a straight reminder, "Mark…..Mark, our rule is work quietly without disturbing others. You need to turn round, stop talking and get on with your work. Thank you.";
    - they allow take up time;
    - rule reminders can be addressed to the whole class, or more privately to an individual and depersonalise correction.

12. **Take-up time**
    - allows time to do what has been asked;
    - communicates expectation that the child will comply;
    - it allows the pupil face-saving time to respond to the correction;
    - can defuse an emotionally charged situation;
    - disengaging from the pupil and continuing with the work of the lesson the teacher draws the audience away from the child, thus reducing the attention and making it easier for them to comply.

13. **Choice direction**
    - choice gives children ownership of their behaviour;
    - can be used to give a directional choice e.g. "Sam….that's a nice toy but I want you to put it in your bag or on my desk.";
    - sometimes a choice has to be used when a child has not responded to a lesser intrusive correction;
    - should always begin with rule reminder before clarifying the consequence, "Mark…the rule is to treat others with respect, if you continue to …….. I will have to ask you to move away and work on your own. You have the choice.";
    - always clarify the immediate or deferred consequence.

14. **Time out**
    - the most intrusive consequence and should come last in the sequence as it excludes children from their learning and from their social environment;
    - it disrupts the flow of the lesson and presents the teacher with the problem of effective reintegration of the child further at a later stage;
    - time out disrupts the learning of the children in the receiving class and is 'humiliating' for the child being sent;
    - must only be used following the use of the previous strategies discussed, except on the very rare occasion that a child is physically aggressive

Appendix 5

St Paul's C of E Junior School

Peer-on-peer sexual abuse: risk and needs assessment - version [number]

This should be a living document and should be updated as often as daily, based on conversations with, and feedback from, the children and parents involved, feedback from staff, guidance from outside agencies, or information from the police and children's social care.

Risk	Information to be considered	Child displaying behaviour	Child impacted by behaviour	Notes	Actions
Details of the incident *Record details of the incident from the point of view of both children*	• How serious is the incident? Was it a crime? • Were there any other victims? *[If yes, add extra columns for each other child]* • Do we need to plan to limit contact between the children involved, other than keeping them a reasonable distance apart on school premises including at before and after-school activities? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) • How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident? • Did the incident take place within an intimate relationship between the children? • Are there any related issues, including links to child sexual exploitation and child criminal exploitation?			*Use this column to record additional information that may be relevant* *For example, previous, unrelated behaviour incidents*	

Social risks	• Do the children share a peer group? Are people in their friend group likely to take sides?
	• Do they both attend your school?
	• Do other people know about the incident? Do those people understand:
	  ○ Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing
	  ○ The importance of confidentiality
	  ○ If, and how, they may need to be involved in any further investigations
	• Are they likely to be the subject of gossip, bullying or further harassment?
	• Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)?
	• Do they risk being alienated from their friend group(s) as a result of this incident?				

Risk	Information to be considered	Child displaying behaviour	Child impacted by behaviour	Notes	Actions
Physical risks	• Do they feel, or continue to feel, physically threatened by the other child? • Do you have reason to believe there is a continued risk to the safety and wellbeing of the children involved, or other pupils and staff? • Is either party at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers) • Do they share classes/break times/etc.? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited?				

Environmental risks	• Do they live in a home where violence or abuse has occurred?
	• Do they live in or near an area or location known to police to be high risk for sexual harassment or assault?
	• Are they active on social media? If so, how? Do they know how to protect themselves from online grooming?
	• What activities do they take part in outside of school?
	• Are parents clear about:
	   o How the school (and partner agencies) are handling the incident?
	   o Confidentiality?
	   o The conduct expected of them while an investigation is ongoing?				

Date	Updates made	Reasons for updates	Made by
	E.g., "Updated lunchtime guidance for all staff	Feedback from child impacted	

Appendix 6

Desired/Positive Behaviour	Level One	Level Two	Level Three
Behaviours which help children move along toward the goal of becoming well adjusted, fully functioning adults; typical of a particular stage of development.	"anything that FREQUENTLY undermines the flow of the lesson without actually blowing it out the water"	"anything that FREQUENTLY disrupts the flow of the lesson or school day to where regular intervention is needed and the lesson or activity cannot continue"	"anything that constitutes an act of aggression or intimidation and/or poses a serious risk of harm to themselves or to others."
Typically positive behaviours: • Can express own needs and feelings calmly and appropriately • Listens with interest when the teacher explains something to the class • Listens and does what is required when the teacher addresses a simple positive request specifically to them • Listens and does what is required when the teacher addresses the class • Puts up hand to ask or answer question • Takes appropriate care of something they have made or work they have done • Takes care of own possessions • Respects other people's property • Begins to clear up or end an enjoyable work or play activity when the teacher, with adequate warning, makes a general request • Maintains attention and focus on a task for a reasonable amount of time without it being easily distracted	Typically, challenging Behaviours: • Talking and chatting • Disturbing other children • Calling out • Fidgeting or fiddling with equipment • Taps, flicks or hits objects repeatedly. • Not having the correct equipment • Purposely making noises to gain attention • Changes in attention are triggered by small changes around the child. • Easily distracted • Slow to complete learning • Swinging on chairs • Getting out of seat • Struggling to sit still • Excessive, insufficient or selective sensitivity to sounds • Inordinate or inappropriate demands for time or attention	Typically, challenging Behaviours: • Absconding from the classroom • Swearing within conversation or • swearing at another student • Occasionally involved in physical • fights or verbal altercations with other students • Intentional spitting at others • Frequently reacts angrily when forbidden something or when activities are interrupted. • Determined that everything shall remain unchanged. • Hiding under furniture • Destroying or defacing their own work • Work refusals • Not respecting other people's property • Answering back or questioning instructions • Takes no notice of what is said to them.	Typically challenging Behaviours: • Frequent absconding from the school premises • Frequent verbal abuse of an adult (e.g. taunting, badgering, intimidation) • Frequent verbal abuse of another student or students (e.g. taunting, badgering, intimidation) • Frequently involved in physical fights or verbal altercations with other students • Swearing at an adult • Prejudice – frequent comments or intimidation based on race, ethnicity, religion, sex, sexual orientation, social grouping. • Bullying Behaviour – REPEATED actions intended to hurt someone either physically or emotionally in any form (physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email)

Desired/Positive Behaviour Behaviours which help children move along toward the goal of becoming well adjusted, fully functioning adults; typical of a particular stage of development.	Level One "anything that FREQUENTLY undermines the flow of the lesson without actually blowing it out the water"	Level Two "anything that FREQUENTLY disrupts the flow of the lesson or school day to where regular intervention is needed and the lesson or activity cannot continue"	Level Three "anything that constitutes an act of aggression or intimidation and/or poses a serious risk of harm to themselves or to others."
- Completes work tasks in the time given - Motivated to take part in learning and complete learning tasks to a satisfactory standard without direct and continuing support or pressure - Makes and accepts normal physical contact with others (e.g. holding hands in a game) - Makes appropriate use of the materials provided without the need for continuing direct support Comes into class quietly and on time - Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed and is secure enough to accept change - Makes an appropriate verbal request to another child who is in their way or has something they need - Complies with specific verbal - prohibitions on their personal use of classroom equipment, usually without issue - Abides by the rules of a group game in the playground or school hall, friendly and constructive interest in joining their play or game	- Coming into class late and/or noisily - Running in school - Boisterous or rough play without intent to cause harm - Lack of awareness of people's personal space - Tendency to bang or push into others without intent to harm - Constantly on the move - Other Behaviours which may be of concern: - Keeps in their own world. - Indifferent to others - Passivity or lack of interest. - Difficulty in registering emotions. - Frequent wetting or soiling - Delayed response. - Seems not to hear others. - Cuts off communication.	- Inability to accommodate others – turn taking, sharing, allow others to make decisions - Frequently reacts very negatively (e.g. displays anger towards others, cries, shouts, storms off, refuses to participate, blames others etc.) to losing a game or competition. - Climbs everywhere, touches everything, constantly changing activities. - Very withdrawn and hard to reach or engage - Throwing or moving furniture or objects in frustration, without an intent to harm others - Struggles with change and transitions Other Behaviours which may be of concern: - Keeps to the edge of a group or isolates themselves from the group - Pays no attention to others - Nail biting, sweating, retention of breath - Sudden fits or crying or whimpering - Trembling	Frequently destroying other people's work - Physical violence against another pupil with intent to cause harm - Physical violence against an adult with intent to cause harm - Throwing furniture or objects with intent to harm others - Frequently climbing on furniture or on buildings - Repeated non-compliance displayed as defiance and complete refusals of adult direction, resulting in major disruption to classroom activities and/ or which may constitute a danger to themselves or others Other Behaviours which may be of concern: - Sexualised behaviour - Carrying a weapon - Suspected or possible eating disorders - Self-harm (hits head, bites, scratches - or cuts themselves, or using some object, self-inflicted burns, falling to the ground heavily).

Desired/Positive Behaviour Behaviours which help children move along toward the goal of becoming well adjusted, fully functioning adults; typical of a particular stage of development.	Level One "anything that FREQUENTLY undermines the flow of the lesson without actually blowing it out the water"	Level Two "anything that FREQUENTLY disrupts the flow of the lesson or school day to where regular intervention is needed and the lesson or activity cannot continue"	Level Three "anything that constitutes an act of aggression or intimidation and/or poses a serious risk of harm to themselves or to others."
• Moves around the school safely and with due care • Is aware of other's personal space • Shows genuine interest in another child's activity or news • Engages in conversation with another child • Works or plays alongside a child who is independently occupied, without interfering or disturbing • Shows awareness of happenings in the natural world, is interested and curious • Is adequately competent and self-reliant in managing their basic personal needs i.e. clothes, toilet; food • Constructively adapts ideas and suggestions from other children • Accepts disappointments • Makes constructive and reciprocal friendships which provide companionship • Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help	• Coming into class late and/or noisily • Running in school • Boisterous or rough play without intent to cause harm • Lack of awareness of people's personal space • Tendency to bang or push into others without intent to harm • Constantly on the move • Keeps in their own world • Indifferent to others • Passivity or lack of interest • Difficulty in registering emotions • Frequent wetting or soiling • Delayed response • Seems not to hear others • Cuts off communication	• Unprovoked fits of temper and laughter • Abrupt behaviour changes (suddenly begins to cry, laugh, giggle with no apparent reason • Handles stools/urine. Puts them in mouth. Smears stools/urine	• Risk taking behaviours outside of school within the community (e.g. lack of parental/carer control, staying out very late, Parent/carers not knowing where the young person is, going missing, school refusal)

Desired/Positive Behaviour	Level One	Level Two	Level Three
Behaviours which help children move along toward the goal of becoming well adjusted, fully functioning adults; typical of a particular stage of development.	"anything that FREQUENTLY undermines the flow of the lesson without actually blowing it out the water"	"anything that FREQUENTLY disrupts the flow of the lesson or school day to where regular intervention is needed and the lesson or activity cannot continue"	"anything that constitutes an act of aggression or intimidation and/or poses a serious risk of harm to themselves or to others."
• Tells the truth about a situation and takes responsibility for their own behaviour • Can apologise to others • Accepts consequences when they are fair and reasonable • Sits reasonably still without talking or causing a disturbance when the teacher requests attention • Gives way to another child's legitimate need for classroom equipment by sharing it with him/her, or taking turns • Can manage competitive situation and accept when they don't win • Has a reasonably high regard for themselves; shows pride and can readily identify positive about themselves • Can accept praise • Can give compliments and identify positives in others • Develops positive and trusting relationships with adults	• Traffic Light System • Realistic but clear expectations and reminders • Motivational reward system • Planned ignore • Visual aids • Clear work station away from distractions • Directed praise and indirect praise of others • Modelling desired behaviours • Engaging and interactive lessons which are personalised and appeal to the child's interests and learning style(s) • Pace – well paced lessons with short carpet times and chunked activities Movement breaks • Adult support for transition times and for calming • Line positions • Carpet spots • Relationship building with staff. Complete initial concern form and arrange a discussion with the Inclusion Manager re: next steps. Use Inclusive QFT document for strategy support.	• Firm consistent approach deployed by all staff • Clear and personalised motivating rewards and consequences • Provide structure and adult tracking for break times • Adequate warnings to prepare for change • Visual timetable • Key worker • Self-esteem work • Modelling desired behaviours • Social skills group work and/ or guided play • Weekly class circle time to address issues (social skills, feelings and anger, friendships etc.) • Behaviour plan in place looking at triggers barriers to learning and including de-escalation strategies. • Gradual and graded approach. Work with parents, external agencies and Inclusion Manager. Record all conversations or discussions.	• Firm, consistent approach deployed by all staff • Clear and personalised motivating rewards and consequences • Ensure exits are secure • De-escalation techniques – calm talk, humour, distraction • Ensure there are staff who are Team Teach trained • Key worker • Risk assessment to be in place • Structure and adult tracking for break times or alternative supervised activities • Self-esteem work • Anti-bullying work and work with outside agencies such as Show Racism • the Red Card • Lots of praise for doing the right thing • Behaviour plan in place looking at triggers, barriers to learning and including de-escalation strategies. • Gradual and graded approach • Set up a TAF and refer to Early Help Continue to work with external agencies for effective strategy support. Implement PSP.

Strategies and behaviour management which should have been tried before referring for external support, evidence the implementation of these in planning etc .

St Paul's C of E Junior School
Sexualised Behaviours Recording Form

Form to be completed by person who witnessed the incident or had the incident reported to them. This can be done with support, e.g. from the safeguarding lead. This template can be used each time there is an incident of concerning sexual behaviour.

BEHAVIOUR RECORDING FORM NUMBER:	
Details of child/young person	
Name:	
DOB:	
Any specific vulnerabilities:	
Any other behavioural concerns:	
Any other previous incidents of sexualised behaviour:	

Details of the Incident:

Detail anything of note that took place before the behaviour. Describe in detail what was observed or reported. Use quotation marks to describe the child's/children's words. Avoid terms such as 'inappropriate touch, sexualised behaviour' etc. as they are too vague.

Other significant factors:

Describe if there was any observed planning, physical force, coercion, secrecy, any adult sexual behaviour i.e. not age appropriate. Oral, penetration/attempted penetration or mutual, consenting, light hearted, sexual behaviour, exploratory.

Power imbalances:

Describe any power difference between the children/young people involved in the incident, e.g. age, relationship, social status, developmental differences, size, learning disabilities, physical disabilities etc.

Reaction of the children/young people involved in the incident:

Describe individually for all children involved e.g. fear, tearful, anxiety, happy, playful, embarrassed, angry, regretful, taking responsibility.

Anonymise where necessary when attaching the recording to an individual's school records.
Behaviour management: *How was behaviour addressed in the immediacy? Was SDSE used/discussed?* *How will the behaviour be addressed in the future, e.g. whole class/school response – PANTS, pastoral support?* *Report/referral to other agencies, including social care.* *What support will be offered if necessary to the children/young people involved?*
Reaction of parents/carers: *Record individually the parents/carers' reactions for each child – you may need to record their initial response and their subsequent response. For example, a parent may react negatively initially, but then responds in a more supportive manner in time.* *Supportive/concerned/caring/rejecting/angry/shocked.* *Have they similar concerns at home?* *Anonymise where necessary when attaching the recording to an individual's school records.*

Completed by:		Date:	

St Paul's C of E Junior School
Safety Plan

This safety plan should be completed with professionals who support the child/young person and their family.

The child/young person should be involved in creating and have access to a version of the plan that is appropriate for their age and level of development.

The wishes and feelings of any children impacted by harmful sexual behaviour should be understood and facilitated wherever possible. It is vital that all children feel safe in school.

Professional judgement should be used as to whether the child/young person should attend any safety planning meetings. However, their wishes and feelings should be gathered prior to any safety planning meetings by a professional with whom they have a positive relationship.

The safety plan should be reviewed at regular intervals (e.g. every three months) or if there is a change in perceived risk or other circumstance.

The safety plan should be a dynamic document that supports the child's development and healthy peer relationships, while promoting safety within the school. It should be proportionate to the level of risk and non-punitive. Identifying and promoting strengths is as important as identifying concerns and risks, as positive life skills can counter some risky behaviour.

Name of child:	
Date of birth:	
School:	
Class:	
Date of completion:	
Present at meeting:	

1 Background information

1.1 Please provide an overview of the known sexual behaviour concerns in school, home and community:
Be specific; avoid general statements, such as 'sexualised/inappropriate behaviour'.
Was there use of force/coercion/planning/secrecy?
Record relationship and potential power differentials between any children involved and all children's responses.
Is behaviour frequent or has it escalated in severity?

School:

Home:

Community:

1.2 Provide an overview of other behaviour concerns:
Such as bullying, violence, disruptive behaviour.

1.3 Other relevant factors:
Family background, involvement of children's services, learning difficulties, disabilities or cultural/religious factors.

1.4 What interventions/consequences are already in place or have taken place:
Restrictions on activities/movement around the school, one-to-one work or whole school/class work, specialist services.

1.5 Child's views regarding their sexual behaviour and other behavioural concerns:
Do they understand the concerns, do they deny or accept the behaviours, are they embarrassed, angry, remorseful etc?

1.6 Parent's/carer's views regarding child's sexual behaviour and other behavioural concerns:
Are they angry, rejecting, supportive, minimising, concerned?

2 Identifying risks

2.1 Record any known triggers to the behaviour:
Particular lessons, activities, peers, staff and events outside of school.

Where identified, detail strategies to reduce triggers:
What supervision is available to support the young person, can the child identify triggers to the behaviour?

2.2 Identify any risky locations in the school:
Toilets, unsupervised areas, corridors, playgrounds etc.

Where risky locations are identified, detail plans to minimise risk:
Using different toilets/toilet times, additional supervision? No-go areas for child/young person?

2.3 Identify any others who may be particularly vulnerable: Include staff, visitors and other children and, maintaining appropriate confidentiality, detail why they might be vulnerable

Where vulnerable individuals have been identified, detail plans to minimise risk: Supervision, assessing suitability for contact activities, consideration of classroom seating arrangements, consider whether one-to-one work is appropriate.

2.4 Identify any risky activities: RSE lessons, school trips, PE, including getting changed/contact sports, residential stays.

Where identified, detail strategies to minimise risk: Supervision, changing in different room, conducting activities safely without supervision

2.5 Explore child's/young person's access to internet/media and any associated risks, including personal devices: Is access monitored and supervised, are safety settings/filters applied, is access available in unstructured time, are personal devices accessible during the day?

Where identified, detail strategies to minimise risk: Supervised access, use of filters, no personal devices, whole school online safety.

2.6 Expel ore and record transport arrangements to and from school: Walking, bus, car, shared transport arrangements. Include whether the child is transported by the local authority, whether they are transported with other children, what the supervision arrangements are, is the person supervising (e.g. taxi driver) aware of the potential risks and is there an appropriate person to manage them, consider whether the child/young person should be transported individually or with additional supervision.

Where concerns are identified, detail actions/changes required to transport arrangements:

3. Strengths

3.1 Identify areas/locations within the school that are not assessed as requiring additional planning/supervision at this time: *Please note areas where there has been no history of incidents or concerns, or where existing supervision manages risk.*

3.2 Please describe positive relations the child has: *Include professionals, family, peers etc.*

3.3 Please note activities/lessons the child enjoys and engages in positively: *Describe how these will be promoted and maintained* *Consider any additional activities that could be encouraged to promote prosocial behaviour and self-esteem.*

3.4 Please identify positive attributes/characteristics/skills the child possesses which can be promoted to help them meet their emotional needs in a healthy way:

4. Implementation

4.1 Who needs to know about this plan: *Consider lunchtime supervisors, teaching staff, volunteers, contractors, governors.* *Who will share this information and when?*

4.2 Work to be undertaken with the young person and wider school population: *Include one-to-one work, e.g. emotional literacy, communication skills, empathy work, NSPCC Underwear Rule, online safety, RSE.* *Note whether this is individual or wider school work.*

4.3 Referrals for external support: *Specialist services, e.g. CAMHS, NSPCC. Note any identified need, e.g. safeguarding, therapeutic support. Who will make the referral and timescales?*

5 Measuring risk
5.1 How will you measure whether the level of risk has changed: *This may include:* • *change in the child's view regarding their behaviours* • *reduction or increase of incidents of sexual behaviours* • *reduction or increase in other concerning behaviours* • *reduction or increase of prosocial behaviour/activities*
5.2 Review date: *The plan should be reviewed every three months or if there is a further event that impacts on risk.*

Signatures of attendees:	