THE ASHBY FEDERATION
(YARDLEY HASTINGS)

Behaviour Policy and Statement of Behaviour Principles

Approved by:	Executive Headteacher Chair of Governors
Last reviewed on:	September 2023
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Contents

1. Aims 3
2. Legislation and statutory requirements 3
3. Definitions 3
4. Bullying 3
5. Sexual harassment 4
6. Roles and responsibilities 5
7. Pupil Expectations 7
8. Rewards and sanctions 7
9. Behaviour management 8
10. Pupil transition 9
11. Training 9
12. Monitoring arrangements 10
13. Links with other policies 10
Appendix 1: written statement of behaviour principles 11
Appendix 2: Behaviour log 12
Appendix 3: Brook sexual behaviours traffic light tool 13
Appendix 4: Sexual harassment/peer on peer abuse risk assessment 16
Appendix 5: Preventing sexual harassment roadmap 19
Appendix 6: form for recording bullying behaviour and/or child on child abuse 20
Appendix 7: class rules – individual school 21
Appendix 8: Behaviour Strategy – Categorisation of Behaviours 25
Appendix 9: Behaviour Strategy – Escalation of Consequences 26

1. Aims

This policy aims to:

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

2. Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a Behaviour Policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

Examples and categories of behaviour can be found in Appendix 8 Behaviour Strategy – Categorisation of Behaviours.

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying statement.

Any incidents of bullying are recorded on the Form for Recording Bullying Behaviour and/or child on child abuse (Appendix 6)

5. Sexual harassment

We take sexual harassment very seriously, with a zero-tolerance approach and an assumption that it could happen in our schools. Our response to any incident relating to sexual harassment will be:

- Proportionate
- Considered
- Supportive

When staff are dealing with a potential sexual harassment issue they will refer to the Brook sexual harassment traffic light tool (Appendix 3) to determine the severity of the incident. Our approach and how we address sexual harassment incidents are detailed below and is also in the Child Protection and Safeguarding Policy Section 9 and Section 10.5 and Appendix B (Child on Child Abuse).

After consulting the Brook sexual harassment traffic light tool all amber or red incidents of sexual harassment, will result in the parents/carers of all pupils involved being informed, and, if a serious incident (red) occurred, the appropriate authorities would be informed, such as the police if necessary.

Any situation involving sexual harassment will be taken on a case by case approach with reference to Appendix 4 (Sexual Harassment/Child on Child Abuse Risk Assessment), where we will consider: the age and developmental stage of the alleged perpetrator(s): the nature and frequency of the alleged incident(s): how to balance the sanction alongside education and safeguarding support.

If necessary, we will use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Staying in at break or lunchtime
- Referring the pupil to a senior member of staff
- Phone calls home to parents

- A period of internal exclusion
- A fixed term or permanent exclusion

As a school, we will consider the victim's thoughts and opinions. At all times we will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities).

We understand that lower-level incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture. To dismantle this, we encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

Through our daily monitoring of their individual welfare through feelings flowers and weekly PSHE sessions, we:

- Take pupils safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Do not tolerate or accept abuse

As well as focusing on what's inappropriate, through our PSHE/RSE lessons (see Preventing Sexual Harassment Roadmap – Appendix 5) we help the pupils to understand what good and healthy sexual behaviour means in the context of:

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

Our RELATIONSHIPS AND SEX EDUCATION (RSE) policy, indicates how we cover these aspects at the age appropriate level.

In the rare occasion of an incident at the school, we will show that we are prepared to act, no matter how small the incident. Both the victim and the perpetrator will be given the safe space to discuss the incident. In the case of the perpetrator, we will offer them a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. In the discussion we will, gently but firmly, condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experiences. We are aware that sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse.

All incidents regarding sexual harassment will be recorded using the form shown in Appendix 6 (Form for recording bullying behaviour and/or child on child abuse) This will be followed up, where necessary, with a risk assessment (Appendix 4).

6. Roles and responsibilities

6.1 The governing board

The governing body is responsible for reviewing and approving the Written Statement of Behaviour Principles (Appendix 1).

The governing body will also review this Behaviour Policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

6.2 The Executive Headteacher

The Executive Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the governing body giving due consideration to the school's Statement of Behaviour Principles (Appendix 1). The Executive Headteacher will also approve this policy.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Outlined in Appendix 8 - Behaviour Strategy Categorisation of Behaviours and Appendix 9 Behaviour Strategy – Escalation of Consequences.

The Executive Headteacher will provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy. Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary. Ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

6.3 Teachers and staff
Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 2 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.5 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.6 Pupils

Pupils will be made aware of the following at the start of the academic year and it is revisited throughout the year in whole school assemblies and class discussion:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. Pupil Expectations

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

8. Rewards and sanctions

Please see Appendix 9 Behaviour Strategy – Escalation of Consequences

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points
- Head Teacher Token
- Achiever letters
- SMART Stars
- Year group line up award
- Postcard home.

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

- A verbal reprimand
- Expecting work to be completed at break or lunchtime
- Staying in at break or lunchtime
- Referring the pupil to a senior member of staff
- Phone calls home to parents

8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

8.3 Malicious allegations

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

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

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

9. Behaviour management

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Our main strategy for dealing with behaviour is positive reinforcement.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules (Please see Appendix 7)
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Follow whole-school approach for dealing with low-level disruption
    - Using positive reinforcement

9.2 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see Appendix 2 for a behaviour log)

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

The school's approach to physical restraint is detailed in the Restrictive Intervention and Positive Handling of Students Policy.

Responding to misbehaviour from pupils with SEND

9.3 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.4 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND.

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.5 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCo) may 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.

9.6 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions (move-up mornings) with their new teacher(s). All staff hold transition meetings at the end of the academic year involving the current class teacher, the new class teacher and parents/carers.

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

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- The proper use of restraint where appropriate.

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This Behaviour Policy will be reviewed by the Executive Headteacher and Full Governing Body at least annually, or more frequently, if needed. At each review, the policy will be approved by the Executive Headteacher

13. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Restrictive Physical Intervention Policy
- Online Safety Policy
- RSE Policy
- PSHE Policy
- SEND and Inclusion Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff, governors and visitors are free from any form of discrimination
- Staff, governors and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the Behaviour Policy. Reasonable force will only be used as a last resort and in line with the Restrictive Physical Intervention Policy.
- The Behaviour Policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and as per DfE guidelines and legislation.
- Pupils are helped to take responsibility for their actions
- Families are involved in dealing with behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every year.

Appendix 2: Behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
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 sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 3: Brook sexual behaviours traffic light tool

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 green behaviour?

Green behaviours reflect safe and health sexual development. They are displayed between children or young people of similar age or developmental ability. They are 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 girls and boys

What is 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. A 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 red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or 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 child 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 green behaviour?	What is amber behaviour?	What is red behaviour?
Green behaviours reflect safe and health sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.	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. A potential concern due to activity type, frequency, duration or context in which they occur.	Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or context in which they occur.
What can you do?	**What can you do?**	**What can you do?**
Green behaviours provide opportunities to give positive feedback and additional information.	Amber behaviours signal the need to take notice and gather information to assess the appropriate action.	Red behaviours indicate a need for immediate intervention and action.
Green behaviours	**Amber behaviours**	**Red 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	• Questions about sexual activity which persistent 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	• 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 green behaviour?

Green behaviours reflect safe and health sexual development. They are displayed between children or young people of similar age or developmental ability. They are 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 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. A 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 aggressions
- 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 red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or 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

Appendix 4: Sexual harassment/child on child abuse risk assessment

Basic Information	
Referrer Name and Role	
Referrer Contact details (email address and phone number)	
Name of school(s) for victim(s)	
Name of school(s) for child/ren alleged to have caused harm	
Did incident occur on school premises? If not, where did the incident occur?	

CONSIDERATIONS	**RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM OTHER PUPILS AND STAFF)**	**RISK LEVEL (HIGH, MEDIUM OR LOW)**	**ACTIONS TO REDUCE RISK**	**REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)**
What is the incident? Who was involved? Where did it happen?				
Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children etc. As such has this been referred to the police?				
Is it necessary to limit contact between the children involved? Refer to KCSiE.				

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
Is there an actual of perceived threat from the child alleged to have caused harm to the victim and/or others?				
Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (e.g. bullying or 'retribution by peers)?				
Do they share classes?				
Do they share break times? Do they share peer/friendship groups?				
Do they share transport to/from school?				
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?				
Is there a risk of harm from social media and gossip?				

Further action taken by the school – please complete for each child involved.

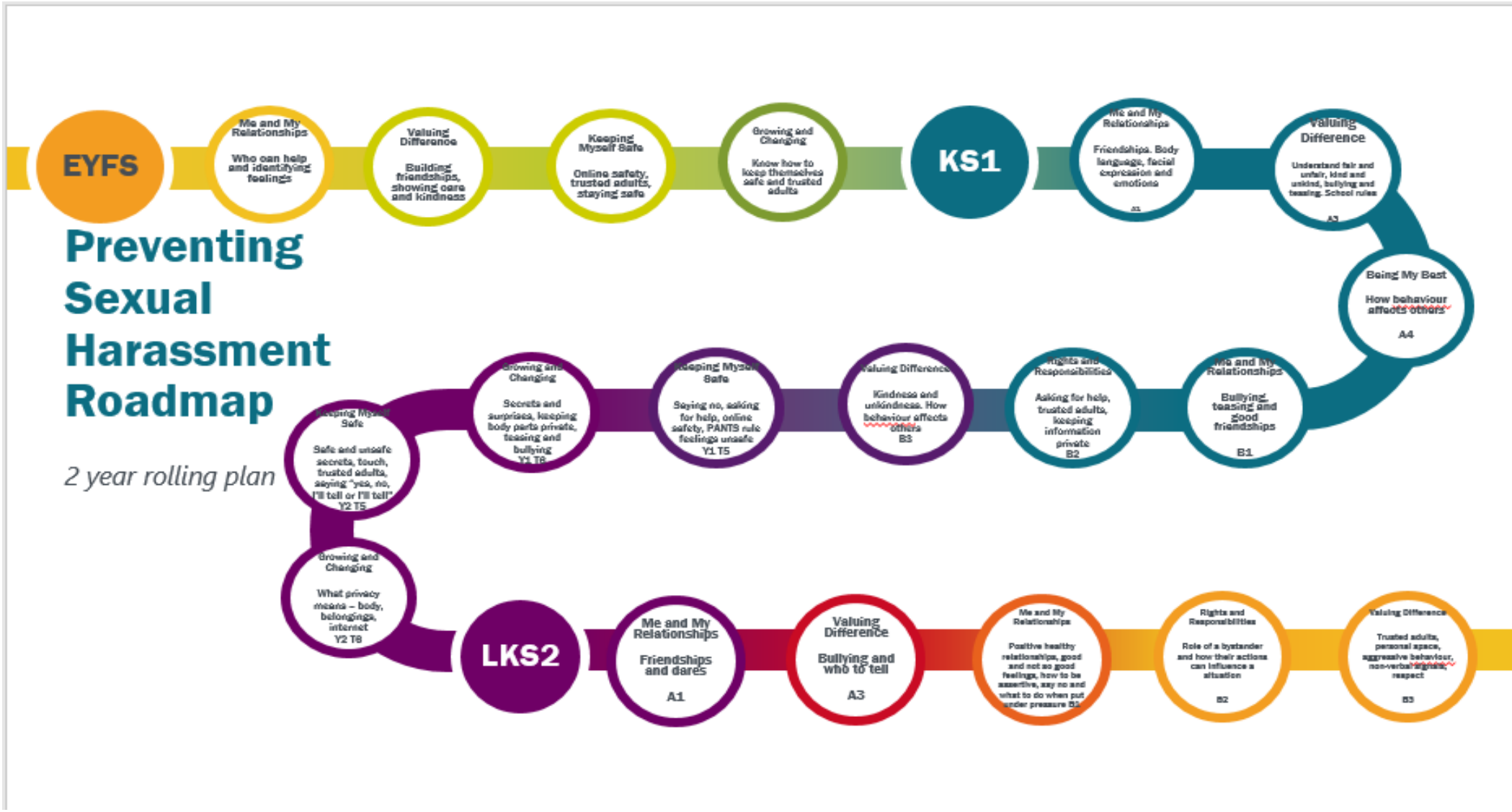
Action	YES/NO	Date	Actioned by
Police informed			
Referral to MASH			
Referral to external support services			
Referral to internal support services			
Referral to CAHMS			
Referral to Early Help			
Other			

Action	YES/NO	Date	Actioned by
Police informed			
Referral to MASH			
Referral to external support services			
Referral to internal support services			
Referral to CAHMS			
Referral to Early Help			
Other			

Action	YES/NO	Date	Actioned by
Police informed			
Referral to MASH			
Referral to external support services			
Referral to internal support services			
Referral to CAHMS			
Referral to Early Help			
Other			

Action	YES/NO	Date	Actioned by
Police informed			
Referral to MASH			
Referral to external support services			
Referral to internal support services			
Referral to CAHMS			
Referral to Early Help			
Other			

Appendix 5: Preventing sexual harassment roadmap



Appendix 6: form for recording bullying behaviour and/or child on child abuse

1. **Name of pupil victim and class group**

Name: _____ Class: _____

2. **Name(s) and class(es) of pupil(s) engaged in bullying behaviour and/or child on child abuse**

3. **Location of incidents (tick relevant boxes)**

Playground	
Classroom	
Corridor	
Toilets	
Clubs	
Other	

4. **Name and role/position of person(s) who reported concern**

5. **Type of behaviour (tick relevant boxes)**

Physical Aggression		Cyber bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Others (specify)	
Sexual harassment/child on child abuse			

6. **Brief description of behaviour and its impact**

7. **Details of action taken**

Signed:_____ Date: _____

Position/Role: _____

Date submitted to Executive Headteacher/Deputy Headteacher: _____

Appendix 7: class rules – individual school

Our Class 1 rules

- Always use inside voices
- Always listen to everyone
- Always share kindly with each other
- Always use kind hands and kind feet
- Always respect the classroom
- Always walk in the class and around school
- Always say please and thank you
- Always put your hands up

Our Class 2 rules

1. Always be kind to your friends and teachers;
2. Make sure you follow the rules;
3. Kind hands and kind feet;
4. Make sure you share and sort out any quarrels;
5. Always walk in the classroom and around the school;
6. Always listen to your teachers;
7. Put your hand up if you have a question or you need to go to the toilet;
8. Use your inside voice in the classroom;
9. Tidy the equipment away and treat it with respect;
10. Always share with your friends;
11. Sit beautifully on the carpet;
12. Try your best;
13. Always have fun!

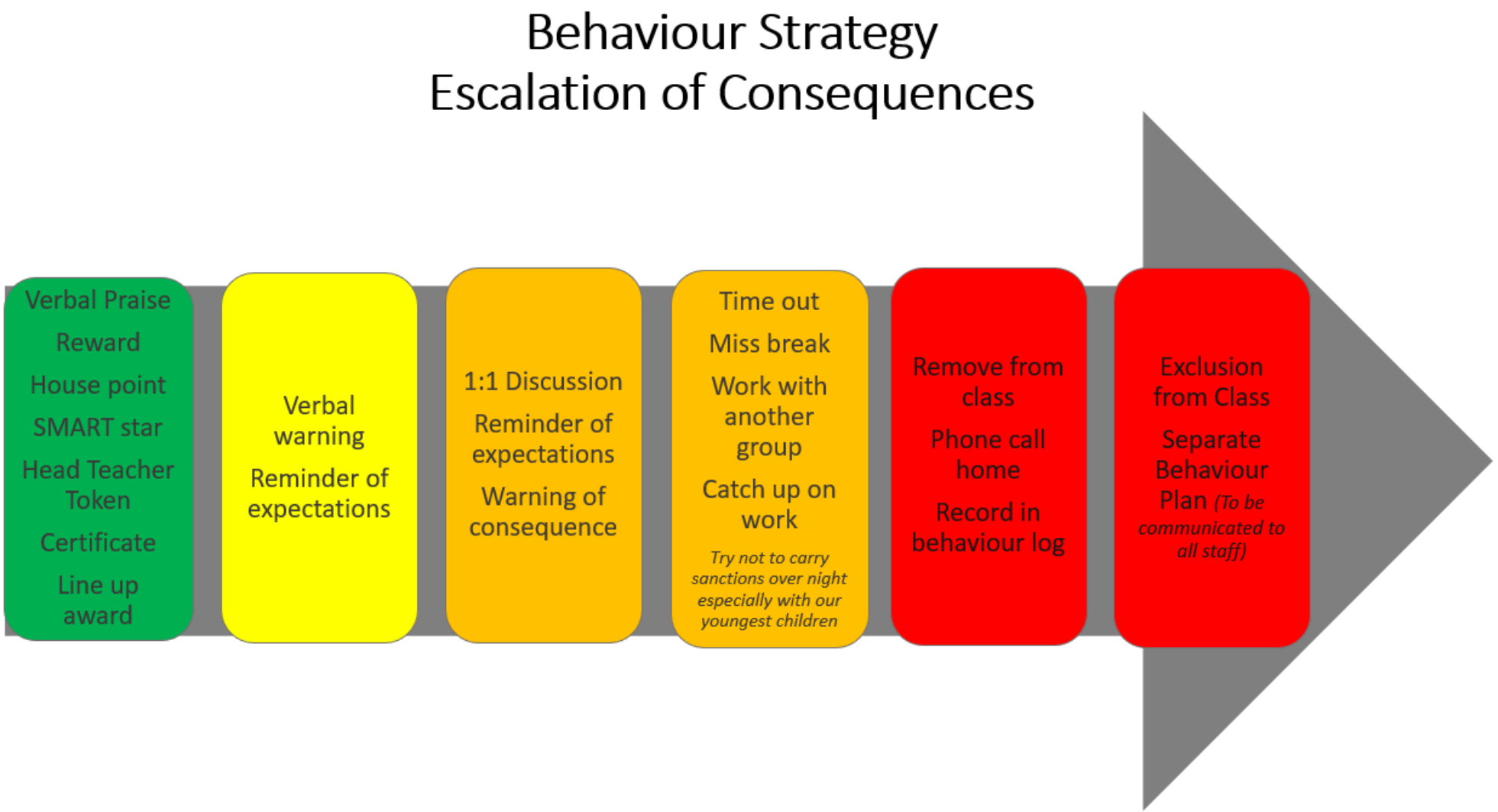
Our Class 3 rules

- Believe in yourself, smile and try your very best!
- Be quiet and listen to adults when they are talking.
- Be respectful and polite to each other when talking.
- Always listen carefully and follow instructions.
- Always put things away when you are finished.
- Always be kind and helpful.
- Be respectful of resources and our classroom.
- Sit nicely on your chair.
- Please keep your hands and feet to yourself.
- Love your school and try to make it a better place.

Our Class 4 Rules…

- Keep your hands to yourself and respect other people's personal space;
- Always tell the truth;
- Respect school property;
- Walk around the school;
- Use your indoor voice in the classroom;
- Listen carefully to the person who is speaking;
- Always be kind;
- Put your hand up if you have something to say;
- Treat other people as you wish to be treated;
- Make sure everyone is included;
- Be SMART;
- Have fun!

Appendix 8: Behaviour Strategy – Categorisation of Behaviours

Behaviour Type	Good Behaviour	Mild Misbehaviour	Moderate Misbehaviour	Severe Misbehaviour
Who will apply the sanction?	**All Adults**	**Teacher** **Teaching Assistant** **Lunch Time/ Wrap Around Supervisors** **Office Staff**	**Teacher** **(Teaching Assistant)**	**Senior Leadership Team** ***Behaviour recorded in log.*** ***Behaviour plan drafted.***
Examples of behaviour	Following Instructions. Self Regulating. Observing all class rules. Being kind to all children. Respecting all adults. Moving carefully and quietly around the school. Looking after equipment.	Talking when should be listening or too loudly. Giggling inappropriately. Fiddling with equipment. Not paying attention. Non-participation Showing off Only working with friends. Misusing Equipment. Arguing	Clowning around. Name calling. Unkindness. Quarrelling. Altering the activity. Purposeful rule breaking. Talking back to an adult. Being too noisy. Running around the school. Banter (especially gender related).	Repeated amber behaviour. Aggression. Hitting and kicking. Bullying. Dangerous conduct. Destroying equipment. Resisting an instruction. Ridiculing. Threatening behaviour. Unsafe actions. Sexual Harassment

Appendix 9: Behaviour Strategy – Escalation of Consequences