BEHAVIOUR MANAGEMENT POLICY

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1. KEY PRINCIPLES

1.1 Within this policy 'we' and 'us' means Catmose Primary.

1.2 This policy should be read in conjunction with the Federation Exclusion Policy, the Federation Safeguarding Policy and the Primary Searching Pupils and Confiscation Policy.

1.3 We believe that people respond best to praise for the positive behaviour we want to see, rather than focusing on the poor behaviour we do not. Our ethos is one built on trust; we do not have bells, locked doors or areas that are out of bounds to Pupils (except for reasons of safety), believing that by trusting Pupils and giving them opportunities to grow, they will respond positively, viewing themselves as active members of our community. As staff, we model the behaviour we wish to seek from Pupils: picking up litter, queuing with Pupils at break and lunch, having good manners and speaking with Pupils in a way that maintains respect.

1.4 We aim to achieve a calm and purposeful learning environment where all can achieve by:

- recognising that Pupils are individuals and our approach should be tailored accordingly.
- demonstrating good consistent classroom management.
- having friendly, positive, but firm relationships between staff and Pupils.
- celebrating the positive achievements gained by Pupils in all aspects of learning both inside and outside Primary, so that success in its broadest sense (individual or collective) contributes to positive behaviour through raising self-esteem, participation and developing individual learning.
- managing and improving Pupil behaviour, leading by example and not expecting Pupils to do something they would not be willing to do themselves.
- guiding and supporting Pupils regarding the Primary's ethos and expectations at key transition points including for those who join the Primary in-year.

1.5 We believe that if Pupils strive to adhere to our Routines for Learning they will find their time in Primary fulfilling and will be embodying the Catmose ethos.

2. GET READY TO LEARN

2.1 We believe that if pupils strive to adhere to our Get Ready to Learn rule they will find their time in Primary fulfilling and will be embodying the Catmose ethos.

The Get Ready to Learn rules are:

I will listen to my friends and teachers.

I will do my best and take pride in my work.

I will show respect and have a positive attitude.

I have the right resources and equipment to do my work.

3. BEHAVIOUR MANAGEMENT

3.1 Behaviour management is embedded throughout the curriculum and all that we do. We recognise that good behaviour is not only achieved by implementing expectations but by creating an environment where opportunities are for everyone. Good behaviour is promoted in the Primary by providing:

- A broad and balanced curriculum with pathways that allow all to reach their full potential no matter their prior attainment, personal circumstances or individual needs.
- Well-planned, engaging lessons.
- Good behaviour being taught alongside the curriculum.
- Clear behaviour management guidance and practice so that Pupils understand the expectations and consequences when they are not met.
- Primary routines that are well established and consistently followed (R4L).
- A reward system that celebrates success and is applied consistently by all.
- Initiatives that seek to re-engage Pupils who are not yet partaking in the breadth of the Primary offer. The aim is that Pupils are guided to step out of their comfort zone and to avoid the potential for poor behaviour that can be a result of low self-esteem.
- Daily access to form tutors and the Client Services team to ensure any concerns are dealt with quickly and sensitively so that such issues do not prevent Pupils from engaging in their learning.
- Reward and recognition of good behaviour alongside sanctions and discipline.
- Restorative approaches following poor behaviour so that all parties can speak, listen, accept and learn.
- A comprehensive range of strategies including assistance from external agencies to help support our most vulnerable and those whose behaviour needs improvement.

4. POSITIVE APPROACHES

We believe that creating an environment where positive acts and achievements are recognised helps to establish a close Primary community and positive behaviour.

4.1 The House System

All of our Pupils belong to one of four Houses: Red, Yellow, Green and Blue. Each Pupil can accrue House Points that contribute to the performance of their House as well as their own total. House points are given as Class Dojo points and are exchanged. House

point totals are shared at the end of each half term by House Captains. There are a number of ways to gain House Points:

- For outstanding attendance, progress and compliance with the Routines for Learning (indicated on Checkpoint and Key Assessment reports).
- For consistently high standards of uniform and equipment (spot checks).
- For success in inter-House competitions which run throughout the year, culminating in sports day.
- For representing the Primary in sports and for consistent attendance at practise sessions.
- For representing the Primary in other extracurricular events.
- For representing the Primary through acts of exemplary citizenship in the community.
- For exceptional achievement or Prep, awarded by any member of teaching or support staff.

4.2 Roles of responsibility

To recognise the valued contribution that individuals make to the Primary over a longer period of time, we select the very best and reward them with key roles of responsibility. These include:

- House Captains;
- Pupil council;
- Supporting roles such as the tech team, office duty and library ambassadors;
- Peer mentors such as peer reading.

4.3 Additional ways of celebrating achievement:

As well as the House system, we are also keen to celebrate the significant achievements made by individuals in extracurricular activities, in their own time, or in their continued commitment to our community. These successes are key to the happiness, development and maturity of the individual and are worthy of celebration. These include:

- Use of social media: Facebook, Instagram and website to celebrate success.
- Celebration assembly each week to showcase the talents of Pupils across all year groups including academic and citizenship skills.
- Awards assemblies for effort and achievement across all subjects at the end of year.
- Completion of the Activity Passport challenge -bronze, silver and gold with badges awarded.

5. POSITIVE COMMUNICATION TO MAINTAIN POSITIVE RELATIONSHIPS

5.1 We believe that the way we communicate with Pupils is critical and should be subtly shaped to enhance a positive relationship with each individual. This is not to say that we do not insist on the same learning behaviour for all, but that we tune our style to suit get the best out of each Pupil. This will not always be successful as it takes time to 'learn' each Pupil, just as it takes them different lengths of time to 'learn' staff. Our core principle is high expectation with equally high humility. Avoidance of predictable, easy

responses to negative behaviour means that we must be more considered. The types of response to poor behaviour that we should aim to for are:

Do	Don't
Pick up your own tab' - Deal with the behaviour in your class or where you are responsible	Allow others to issue sanctions on your behalf as this will prevent you building good relationships
Listen carefully	Jump to conclusions and make assumptions
Take your time when issuing a sanction	Issue a sanction in the heat of the moment that you later you see was disproportionate
Show humility – apologise if you get something wrong	Assume you are always right and refuse to concede due to fear of losing face
Walk away from a situation where you know the Pupil will not back down – but ALWAYS return to deal with it	Get drawn into a confrontation that you know will end in rapid escalation unless it is unsafe to leave
Respond to poor behaviour with as little emotion as you can	Be visibly triggered by poor behaviour
Maintain kind/neutral responses	Be sarcastic or personal
Be honest	Be disingenuous, for example, verbally being kind and understanding while visibly conveying quite the opposite through tone, exaggeration, physical cues
Limit verbal redirection so that the outcome can be accomplished with as few words needed as possible	Going on and on, repeat the same point or lecture – it achieves nothing

6. STAFF POWERS TO DISCIPLINE

6.1 We believe that by treating Pupils with respect and fairness and teaching them well, they will respond positively. Discipline must be part of a positive atmosphere of achievement, rooted to the work they are being asked to complete. Staff will focus on phrases such as 'your work is not up to your usual high standards', which, rather than a negative comment, implies that we still value the individual; it is their behaviour we do not approve of.

6.2 In order to help create an ethos where mutual respect is the norm, the Head of School will support staff's authority to discipline Pupils and ensure that this happens consistently across the Primary.

6.3 It is a key responsibility of staff to manage the behaviour of Pupils they are responsible for, supported by the senior leadership team.

6.4 Teaching assistants and other paid staff also have the power to discipline Pupils whose behaviour is unacceptable, who fail to follow a reasonable request. They may apply any of the sanctions, saving exclusion, outlined in this policy, provided they are acting reasonably and proportionately when doing so.

6.5 When dealing with any disciplinary matter, staff are to remain calm, polite and succinct. Staff should communicate in a way that positively maintains or restores their relationship with that Pupil. Ideally the exchange should not be longer than absolutely necessary; the focus should be on the behaviour and not the person and phrases that remind the Pupil when they displayed the positive behaviour you are seeking, should be used. Alongside any action, staff must remember to keep records, including behaviour tracking system entries where appropriate, informing the form tutor where possible.

6.6 Staff will receive training opportunities to refresh their understanding and application of behaviour policies and practices. This may be through staff briefings, training and specific briefings for Pupils who may have a Pastoral Support Plan (PSP) instigated. All new staff will receive a behaviour induction session with a member of the Primary's senior team. This will enable staff to understand the working practices of behaviour management at the Primary and how they underpin the Primary ethos and pledge of equal value.

7. OUTSIDE THE PRIMARY

7.1 Staff's power to discipline applies to Pupil behaviour in and outside of Primary, in the following circumstances:

7.1.1 When the Pupil is:

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

7.1.2 or, if, the Pupil's behaviour at any time: (whether or not the conditions above apply)

- Could have repercussions for the orderly running of the Primary.
- Poses a threat to another Pupil or member of the public.
- Could adversely affect our reputation.
- Could violate the dignity of another person.
- Creates a hostile, offensive or sexualised environment.
- Would constitute child-on-child abuse.

8. SANCTIONS

8.1 Unfortunately, on occasion, some behaviour does not meet our expectations. When this occurs, it is important that our procedures are followed. Our 'Get Ready to Learn' expecatation are key expectations that all Pupils should follow, and sanctions should be applied if they do not.

8.2 Sanctions should aim to improve a Pupil's behaviour to allow learning to take place. It is important only to punish those specific Pupils whose behaviour falls short of our expectations; it is never appropriate to punish whole classes or large groups for the behaviour of individuals. The sanction applied must be proportionate to the

circumstances, and account must be taken of the Pupil's age, developmental stage, any special educational needs or disability they may have and any religious requirements affecting them.

8.3 Sanctions should be completed as soon as possible so that cause and effect remain clear. Swift sanctions are more meaningful. Relationships are more easily restored when a resolution and fresh start is prioritised.

8.4 Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the Federation's Safeguarding Policy, including cases of child-on-child abuse.

8.5 The sanctions that staff may apply are:

- A short conversation about the behaviour and its impact on learning (ideally not in front of others), outlining the consequences if the behaviour does not improve and including an example of a time when the same Pupil has displayed positive behaviour.
- A cooling-off period outside of the classroom (no more than two minutes per lesson).
- The confiscation of a Pupil's personal item which is preventing their or others' progress e.g., mobile phones, fidget toys, speakers, etc. These should normally be returned at the end of the day or, for repeat offences, by the parent collecting it from the main office.
- Break time catch-up sessions; no notice for the Pupil or parent is required.
- Lunchtime catch-up sessions; no notice for the Pupil or parent is required.
- Being asked to work in another classroom for part or all of a lesson to address immediate concerns. This should not become a regular practice and the Pupil should be given access to the work from the lesson they are leaving.
- Removal from some lessons ensuring that the Pupil still accesses the relevant curriculum and subject specialist support. This should not become the norm and such an intervention should only be used in the short-term in order to address the behaviour and subsequently reintegrate them to their class.
- Working in the main office area whilst investigating a serious incident, or as a mechanism to support a Pupil.
- Contact home by phone, email, letter or in person.
- Meeting with parents or guardians.
- After-Primary catch-ups: parents should be given 24 hours' notice, but a Pupil's attendance is compulsory unless an alternative date is agreed between the member of staff and the parent.
- School-based community service or imposition of a task; for example, picking litter, supporting site maintenance, tidying a classroom, helping clearing up the restaurant or removing graffiti or chewing gum.
- Restorative justice, for example, asking the Pupil to apologise in person and/or write a letter of apology for their actions. This may follow some 1:1 work with a Pupil to address specific behaviours and teach them appropriate and acceptable patterns of behaviour.
- Requiring that Pupils rectify/pay for any damage they have caused. This could be the result of either deliberate or unintentional damage to equipment or the building caused by careless behaviour.

- Class teacher report.
- Intervention reports.
- Pupil contracts.
- Parenting contracts.

9. CATCH-UP

9.1 The phrase 'catch-up' is used by us to describe in law what is known as a 'detention'; this is a legal power to detain Pupils whose behaviour, progress or punctuality is causing a concern. Parental consent is not required to detain Pupils, although, when a Pupil is required to attend one that is not during the normal Primary working day, parents will be informed and given notice at least the day before by telephone or in writing (email or letter).

9.2 Catch-ups may be issued as a sanction whenever a Pupil has not made adequate progress in a lesson or piece of work, or their behaviour falls short of our expectations. Any member of staff can issue a catch-up. The length of the catch-up will be determined by the member of staff issuing it.

9.3 A catch-up can be given:

- during any Primary day where the Pupil does not have permission to be absent, for example, at break, lunchtime or outside of normal hours;

10. SUPPORT STAGES

10.1 The School offers a range of additional support to Pupils when their behaviour places them at a disadvantaged compared to their peers. This support is mostly accessed when a Pupil repeatedly fails to conduct themselves according to our ethos and expectations. Reasonable adjustments may be made in order to avoid the need to exclude them. This support is normally for relatively short periods of time in order to give Pupils strategies that will allow them to self-manage and become independent in the longer term.

10.2 This support will always complement our ethos and not cause serious harm to another Pupil or group of Pupils as a result of the adjustments we have made.

10.3 The range of support on offer is delineated into stages which escalate the level of support and adjustments made as the Pupil becomes at greater risk of exclusion. The majority of Pupils are managed by their class teachers at Stage 1, a member of SLT at Stage 2, and typically the Head of School at Stage 3. Support can be offered which may include; mindfulness techniques or support from the Emotional Literacy Support Assistant (ELSA). The Head of School may also consider a Rutland Education Access Board (REAB) referral to consider broader intervention including the suitability of a managed move. This would be in consultation with the Pupil's family and taken to the termly REAB meetings. The Executive Principal will consider permanent exclusion at Stage 4 and governors will review this at Stage 5. The Federation Exclusion Policy should also be read in respect of the latter two stages. Where a Pupil's developmental stage impacts on their behaviour, it is likely that they will remain with the same key worker throughout the Stages to counter the detrimental impact of change.

10.4 Pupils who are being supported through the stages system will continue to be managed by their teachers, albeit with adjustments to their approach, in particular that poor

behaviour is followed up and that it is recorded on CPOMS (see paragraph 11). This is important to ensure that the support being offered is effective; if poor behaviour continues it will require a consideration of an escalation of the support on offer and, ultimately, if unsuccessful, serious consideration to be given to permanent exclusion.

10.5 For this approach to be effective, parents and Pupils will need to work with and be involved in the support offered. There will therefore be regular contact between them and the Pupil's key worker to ensure that communication is effective and that parents take a consistent approach at home.

10.6 The Stages support will be regularly reviewed so that Pupils can achieve progress quickly and not become 'stuck' on report. During the review, negative behaviour entries on CPOMS will be looked at alongside other positive behaviours, such as; house points, rewards and engagement in Primary life to give a broader picture of the Pupil's progress. The Pupil may come off report, be monitored without a report card, de-escalated to a lower stage or escalated to a higher stage.

10.7 The range of strategies implemented to support those on the Stages may include, but is not limited to:

- Pastoral report
- Regular reporting to their key worker (morning, break and after Primary).
- Internal isolation with supervised breaks and lunch times.
- Cognitive behaviour support and other Social, Emotional and Mental Health (SEMH) small group interventions.
- Curriculum adjustments.
- Immediate sanctions (no notice after Primary catch-up).
- Mentoring (peer mentoring and external adult mentoring).
- Local authority support through a multi-agency approach;
- A key worker
- Managed move
- Parenting contracts
- Suspension and permanent exclusion (please see the Federation Exclusion Policy).
- PSP – an individualised Pastoral Support Plan.
- In appropriate cases, the school may consider the use of off-site direction or alternative provision as part of a planned intervention strategy to improve behaviour and avoid permanent exclusion where possible.

11. PASTORAL SUPPORT PLANS (PSP)

11.1 PSPs may be instigated for Pupils whose behaviour presents a more long-term cause for concern and for those who are at serious risk of exclusion. PSPs will:

- be shared with staff, usually through a teacher briefing, to clarify the reason for the approach and key changes they seek to achieve.
- set out clear instructions for staff regarding adjustments we will make to support a Pupil struggling to manage their behaviour (e.g. the Pupil must sit at the front of the room) and these must be adhered to at all times.

- describe the role of the staff, Pupil and their parents/guardians in achieving positive change. Depending on the circumstances there might also be the role that should be played by other agencies, such as, the Local Authority.
- outline any modifications to our approach to make the curriculum accessible.
- identify reasonable adjustments to our management of the Pupil's behaviour so that, as a result of any disability or in anticipation of such, the Pupil is not placed at a substantial disadvantage (please see Section 15 on advice regarding disability).
- provide continuity of approach between teachers.
- be reviewed after a period of implementation to evaluate the success of the procedures and make changes where necessary.

11.2 The ultimate aim of our behaviour support programme is that all Pupils become able to manage their own behaviour without additional support, in line with our expectations. Pupils who persistently continue to breach these expectations despite the support outlined in this policy are at serious risk of permanent exclusion.

11.3 The Primary will look to support Pupils and their families further with involvement from the Local Authority; e.g. Early Help/social services, Youth Offending Service (YOS), the School Support Partnership (SSP) as well as other external agencies, including health services.

11.4 From time-to-time a Pupil's behaviour may lead the Designated Safeguarding Lead to determine that contact with the Children's Duty Team is appropriate, in line with the Federation Safeguarding Policy. Staff receive a safeguarding refresher training at least once each academic year. Further relevant updates are provided via emails, e-bulletins and staff briefings. This training reminds staff of the signs of abuse, harm and neglect that can be seen in behaviours and how such concerns should be dealt with.

12. REPORTING BEHAVIOUR

12.1 We use a behaviour tracking system called CPOMS. This allows staff to monitor patterns and concerns regarding individual Pupils. When a Pupil has significantly disturbed the learning or wellbeing of others, which has resulted in contact home, an after-Primary catch-up or a more serious sanction, a behaviour tracking system entry will be made which will form part of our record.

12.2 The member of staff should record the nature of the incident, write a brief summary of what happened and record the action they have taken in response to the Pupil's behaviour.

12.3 This system allows staff to monitor those Pupils who are causing the most concern and offer further support for the staff and Pupil as required.

12.4 Parents of Pupils whose repeated behaviour has caused concern over the course of the term will be notified along with the details of their child's behaviour log.

12.5 Where behaviour would indicate that a child is in danger of being drawn into terrorist-related activity or other forms of grooming, the Primary will follow safeguarding procedures as outlined by the policy.

13. DRUGS, WEAPONS AND OTHER PROHIBITED ITEMS

13.1 We will not tolerate the presence or misuse of drugs, or the possession of prohibited items on our property and will act promptly and appropriately on such occasions. Pupils will be provided with information about the use and misuse of drugs, alcohol and smoking through the PSHE curriculum following clear guidelines and using professionally recognised materials. Similarly, Pupils will be educated about those items prohibited on the Primary site and those banned under the Primary rules.

13.2 All Pupils and staff will be made fully aware that serious consequences will follow if they are caught dealing drugs, carrying offensive weapons or being in possession of any other prohibited or banned item on site. Such behaviour will lead to the Executive Principal seriously considering permanent exclusion for the Pupil(s) involved. Please read the Federation Exclusion Policy for more details.

13.3 If the pastoral team are concerned that a Pupil is in possession of a prohibited item they might need to carry out a search. Please refer to the Searching Pupils and Confiscation Policy.

13.4 Prescribed drugs are dealt with according to the Supporting Pupils with Medical Conditions Policy.

14. PROHIBITED ITEMS

14.1 The list of prohibited items is as follows:

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

14.2 In addition, the Primary identifies that the following items may also be searched for:

- e-cigarettes;
- vapes;
- mobile phones;
- any other item that a Pupil or Pupils may have in their possession that is in contravention of this policy, the Exclusion Policy, or stipulated in a safety plan, Pastoral Support Plan (PSP) or parenting contract.

15. PHYSICAL CONTACT BETWEEN STAFF AND PUPILS

15.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with Pupils and children, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with Pupils or children, this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one Pupil in one set of circumstances may be inappropriate in another, or with a different Pupil or child.

15.2 The circumstances in which staff can physically intervene with a Pupil or child are covered by the 1996 Education Act. Staff may legitimately intervene to prevent them from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. Please refer to the Federation Staff Safer Care Code of Conduct for further guidance.

16. DISABILITY

16.1 We will make reasonable adjustments to our Behaviour Management Policy to ensure that disabled Pupils are not at a substantial disadvantage compared with their peers. We will plan and put in place such reasonable adjustments to prevent that disadvantage.

16.2 The following are some of the factors that we are likely to take into account when considering what adjustments are reasonable to make in order to support a disabled Pupil:

- The extent to which special educational provision will be provided to the disabled Pupil under Part 3 of the Children and Families Act 2014. Please see our SEN Policy.
- Our resources and the availability of financial or other assistance.
- The financial and other costs of making the adjustment.
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled Pupil in respect of their behaviour.
- The practicability of the adjustment in relation to the efficient management of the Primary.
- The effect of the disability on the individual's behaviour.
- Health and safety requirements.
- The need to maintain academic, musical, sporting and other standards.
- The interests of other Pupils or prospective Pupils, in particular the effect of making an adjustment that may impact on the progress, emotional and/or physical wellbeing of other or prospective Pupils.

16.3 In making a decision regarding an adjustment we will take into account the needs of other Pupils or prospective ones, to ensure that any adjustment does not result in significant disadvantage to other Pupils, in such cases it may not be possible to make the adjustment.

17. BULLYING & HARASSMENT

17.1 This policy is to ensure that we act to prevent discrimination, harassment and victimisation within or outside the Primary (as defined in this policy) towards staff or Pupils. We believe that strong partnership and effective communication between staff, Pupils and parents is critical to implementing this policy.

17.2 There is no legal definition of bullying. However, at the Primary, it is defined as behaviour that is:

- Repeated.
- Intended to hurt someone either physically or emotionally.
- Aimed at certain groups or individuals because of race, religion, gender or sexual orientation.

17.3 It takes many forms and can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding or tormenting another individual.
Physical	Hitting, kicking, pushing, taking others belongings, any use of violence.
Racial	Racial taunts, graffiti, gestures.
Sexual/phobic	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. Such behaviours can be carried out on-line as well as offline.
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing (both on-line and offline).
Cyber bullying	Bullying that takes place online such as through social networking sites, messaging apps or gaming sites, forwarding and/or posting inappropriate pictures/videos, setting up fake pages/accounts, hacking and resetting others usernames and passwords inappropriately.

17.4 We will take action whenever this happens whether face-to-face or in other forms such as via mobile phones or online (e.g. email, social networks, blogs and other electronic forms of communication). In serious cases, the Primary may inform the police or service providers; where instances occur outside of Primary, parents will be advised to contact the appropriate service. In all instances of cyber bullying, the victim has the choice to involve the police.

What can you do as a parent/guardian?

- Be proactive with your child and ensure they understand how to use technology safely and the risks associated with misusing them.
- Ensure your child understands what to do if they, or someone they know, is being bullied or cyberbullied.
- Encourage your child to talk to you if they have any concerns of inappropriate behaviour. Furthermore, Pupils or parents must ensure that a relevant member of Primary staff, are aware of the issue. Parents can email their child's class teacher directly or use office@catmoseprimary.com
- To understand the parental restrictions and controls available to protect your child.

- It is vital that parents/guardians ensure that their child is engaged in safe and responsible online behaviour.

18. PREVENTION

18.1 We aim to create an ethos which discourages bullying and helps all Pupils feel secure and confident. Through tutorial sessions and assemblies, we examine the subject of mutual respect, self-worth, confidence and bullying. We encourage Pupils to feel confident about asking their class teacher for help when they feel ill, unhappy, lost, or are struggling with work or friendships. We emphasise the importance of attitudes and relationships, look at how we make decisions, how we react in different situations, friendship qualities and responses which help or hinder relationships.

18.2 Through the PSHE curriculum, assemblies and the wider curriculum, we aim to promote:

- Social responsibility.
- Success.
- Fairness through tolerance and mutual respect.
- Pupil involvement in decision making.
- The recognition of achievements.
- Understanding of equalities and tolerance of others.
- An interesting and valuable curriculum.

18.3 All Pupils can expect to:

- Be treated with respect and equality by all members of our community.
- Be given every opportunity to achieve success.
- Have their progress and achievements positively recognised.

How we manage bullying:

18.4 When it is reported it is always taken seriously and dealt with sympathetically. Staff are aware that Pupils might be reluctant to report incidents. Prompt reporting is essential to ensure that emerging bullying issues are identified and addressed.

18.5 All reported incidents are taken seriously because an accumulation of minor incidents, especially if they are perpetrated by more than one person, can have a serious effect on the victim.

18.6 A Pupil or member of staff who is concerned about being victimised or has witnessed such behaviour should report it to a member of staff or the SLT.

18.7 If bullying or harassment is found to be occurring, we will make a decision how best to ensure that the behaviour stops and the victim/s feels safe, depending on the individual circumstances this can include:

- Restorative justice
- Isolation of the perpetrator
- Restricted breaks and lunchtime
- Closer supervision for example being placed on report
- Mentoring support
- Safety Plan

- Referral to Child and Adolescent Mental Health Services (CAMHS)
- Suspension and, in the most serious cases when behaviour has been persistent or violent, the Executive Principal will seriously consider permanent exclusion (see the Federation Exclusion Policy).

18.8 The intention of these responses is to ensure that the perpetrator knows that his/her behaviour is wrong. In deciding how to respond we also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the Pupils engaging in bullying may need support themselves.

18.9 In addition, although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If the Executive Principal believes that an offence may have been committed then advice from the police will be sought. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or to send an electronic communication which conveys a message which is indecent or grossly offensive; a threat, or information which is false and known or believed to be false by the sender.

19. SUPPORTING THE VICTIM

19.1 We will also ensure the victim has the support they need in order to ensure that the behaviour they have experienced does not affect their social and emotional wellbeing or academic progress. This may be supported by writing up a safety plan and any of the other SEMH supports we provide. We will log the incident separately for the victim so that we are able see patterns of behaviour that might subsequently be classed as bullying due to the repeated nature of the incidents.

20. SEXUAL HARASSMENT AND SEXUAL VIOLENCE

20.1 This policy is to ensure that we act to prevent the normalisation of inappropriate sexual behaviours that constitute sexual harassment between children and/or adult. We aim to maintain an environment in which everyone feels that their dignity is valued and one in which sexual violence is not a foreseeable next step.

20.2 Sexual harassment is unwanted conduct of a sexual nature. It can occur online and offline and is likely to make a child feel intimidated, degraded or humiliated. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

20.3 At the Primary, it may include but is not limited to:

- Sexual comments, such as telling sexual stories, lewd comments, sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual jokes or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothing and displaying pictures, photos or drawings of a sexual nature; upskirting.

- Online sexual harassment such as non-consensual and consensual sharing of sexual images and videos; inappropriate sexual comments on social media; exploitation; coercion and threats.

20.4 We will take action whenever this happens whether face-to-face or in other forms such as via mobile phones or online (e.g. email, social networks, blogs and other electronic forms of communication).

21. PREVENTING SEXUAL HARASSMENT

21.1 We aim to create an ethos that never tolerates any form of sexual harassment, regardless of the victim's protected characteristics. Through our PSHE curriculum, at an age appropriate level, we examine the way language, behaviour and attitudes can lead to a hostile or sexualised environment. We explore how sexual harassment can lead to sexual violence and that both can occur between children and transgress a child's 'right to freedom from inhuman and degrading treatment' (Human Rights Act 1988 – article 3). These rights are also covered in the Equality Act 2010, which states schools must protect children from 'unlawful discrimination' on the grounds of protected characteristics. Such forms of discrimination are classed as unlawful under the Public Sector Equality Duty (PSED) and the likely impact on a victim's education is classed as an infringement of their equality of opportunity. The same education will be provided to prevent sexual harassment as bullying with the addition of tackling the issues such as:

- What respectful behaviour looks like.
- Gender roles, stereotyping, equality.
- Prejudiced behaviour.
- That sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment

21.2 Incidents of sexual harassment are managed in the same way as bullying, and all reported incidents will be recorded separately to other recorded behaviours, so that patterns are easily detected. Just as with bullying, all reported incidents are taken seriously because an accumulation of minor incidents can have a serious effect on the victim and may be an indication that sexual violence might be the next step.

22. SEXUAL VIOLENCE

22.1 The law is very clear about what constitutes criminal sexual violence (offences under the Sexual Offences Act 2003):

22.1.1 Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

22.1.2 Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

22.1.3 Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

22.2 If a child has been the victim of sexual violence, we will follow basic safeguarding principles and so, dependent on the degree of harm and risk of immediate danger, either a referral will be made to children's social care, the police will be informed and parents will be contacted. All normal multi-agency arrangements will be put in place as with any other serious safeguarding issue.

22.3 When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult Pupils and staff) at the school or Primary, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded on CPOMS and should be kept under review. At all times, the Primary should be actively considering the risks posed to all their Pupils and put adequate measures in place to protect them and keep them safe.

23. DISCIPLINE AND THE ALLEGED PERPETRATOR

23.1 In conjunction with the Federation Exclusion Policy, disciplinary action can and should be taken where the conduct of a Pupil falls below the standard which is reasonably expected of them. If we believe, on the balance of probability, that the conduct of an alleged perpetrator has transgressed our expectations, then we will apply our own disciplinary processes up to and including exclusion. This can and should happen even if a police investigation is proceeding. However, we will consider carefully the possibility of any action prejudicing an investigation and/or any subsequent prosecution. To avoid such an outcome, we will liaise with the police and/or children's social care. In the case of a false allegation being proven or suspected on the balance of probability, we will also apply sanctions in accordance with the Federation's Exclusion Policy.

24. SUPPORTING THE VICTIM AND ALLEGED PERPETRATOR

24.1 We will also ensure the victim and the alleged perpetrator have the support they need so that the behaviour they have experienced does not affect their social and emotional well-being or academic progress. This may include putting in place a risk assessment which may include:

- Restricted access to internet and smartphones to limit the impact further likely continued commentary via social media.

- The provision of a single staff point of contact so that Pupil support is consistent and established.
- Transport/access to and from Primary reviewed to reduce risk of exposure to Pupils' interest, comments etc.
- Management of unsupervised time and/or movement about the Primary to reduce the opportunity for unwanted attention from other Pupils. The victim will be given as much control as is reasonably possible over decisions regarding how the investigation will be progressed and any support that they will be offered.

25. WHERE BOTH VICTIM AND ALLEGED PERPETRATOR ARE FROM THE PRIMARY

25.1 Although delays are common as a case is being progressed through the justice system, we will not wait for the outcome before protecting victim, alleged perpetrator or other Pupils. We will risk assess both victim and alleged perpetrator to ensure that:

- They do not end up in the same classroom or lesson as one another – this might mean short term chaperoning of one Pupil, isolation of one Pupil, a managed move to another school, or exclusion.
- External factors such as access to social media or the internet, transportation to and from Primary and involvement in external activities are considered.
- Other children are not being put at risk.
- Normal routines are maintained as far as possible.
- Neither Pupil is shown preferential treatment, however safeguarding risk assessments may be implemented to support both Pupils and others in the Primary.
- Any police investigation is not jeopardised by our actions.

26. AT THE END OF THE CRIMINAL PROCESS

26.1 Following the outcome of a criminal investigation, we will:

- Consider further sanctions in line with this policy and the Federation Exclusion Policy if this has not already happened.
- Continue to support both Pupils even when a not guilty verdict or a decision not to progress with the case has been reached. Such outcomes do not necessarily mean that the allegation was unfounded and both Pupils are likely to have found the experience very difficult.
- Update risk assessments as appropriate.
- Continue to protect both Pupils, especially from bullying or harassment.
- Use other agencies to offer support such as ChISVA, (through Rape Crisis), CAMHS or other counselling services.
- Work with parents and guardians of both Pupils and signpost the relevant support groups to help them come to terms with their child's involvement.

APPENDIX 1: GET READY TO LEARN

I will listen to my friends and teachers.

I will do my best and take pride in my work.

I will show respect and have a positive attitude.

I have the right resources and equipment to do my work.

APPENDIX 2: CHECK LIST FOR SUCCESS

1	Self-Correction: Get Ready to Learn I will do my best.
2	Reminder. My teacher has reminded me and I will try again.
3	First Warning. I have had my first warning; I need to remember Step 1.
4	Sent to another class for 10 minutes. I now need to think about how I can improve during my time out.
5	Further reminders needed: Sent to SLT for 10 minutes I need to see the Deputy Head or Head of School. I will agree a target to work towards.