



Trauma Informed Relationships and Behaviour Policy

Approved by:	Catherine Beard	Date: June 2025
Next review due by:	June 2026	

This policy and its accompanying practice papers reflect a range of national guidance and practical experience in respect of the management of behaviour.

Documents consulted include:

This Behaviour Policy has been written with reference to:

Keeping children safe in education statutory guidance [Department for Education](#)
September 2024

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Use of reasonable force in schools

The Children Act 1989 and subsequent Guidance and Statutory Instruments of the Act

Behaviour in schools Advice for Head teachers and school staff September 2022

The Human Rights Act 1998

OFSTED Summary report - 'Managing Challenging Behaviour'

Review

This document will be reviewed annually.

Introduction

Staff are encouraged to adopt a flexible approach in order to meet the needs of individuals. Our fundamental belief is that **every** young person has the potential for growth, has positive qualities and has the right to be treated with respect and dignity.

It is important to note that we all understand that Behaviour is a form of communication. Describing behaviour as good or poor positive or negative can suggest that this is not understood. However, there is a common understanding around behaviour which is described as socially acceptable.

For ease of reference, we often describe this as positive or acceptable behaviour.

This policy is designed to promote a positive ethos of good behaviour in which children can work and play well together with other people. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre.

Our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

Aims & Objectives

Our school aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils, parents/carers and working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable pupils to recognise and appreciate appropriate behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the school.

- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils to feel safe in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement mental health and trauma-informed approach to behaviour in our school.

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice.

Our school is invested in supporting the very best possible relational health between;

Parent/ carer and child

Child and child

Child and school staff

Parent and school staff

School staff

School staff and senior leaders

School staff and external agencies.

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect;

Protect

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the Start of the day and classroom door and an open-door policy for informal discussions with parents/ carers.

Staff trained in 'PRICE Principles' and in In Trauma Informed Practice

Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).

A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).

Staff 'interactively repair' occasions when they themselves move into defensiveness.

Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Learning behaviour - the Report of the Practitioners' Group on School Behaviour and Discipline

Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults). Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

The emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.

Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

PSHE (Personal, Social and Health Education) RSHE (Relationship, Sexual Health Education) and psycho-education as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds. Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

Consistency & Leadership

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve our aims we will:

- provide a clear set of rules, rewards and consequences through consultation with staff, children, parents and Governorship/Proprietary members;
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school;
- ensure that there are consistent nurturing practices across the school;
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority;
- ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.

Classroom Management

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and pupils. Expectations and routines are explicitly taught to the children to ensure consistency of approach.

In our school, all pupils are expected to:

- Respect themselves and others
- Listen to and follow instructions
- Be kind, fair and polite
- Ignore distractions
- Behave safely

These expectations are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies.

Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable.

Parents/carers will always be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour (see Anti-Bullying Policy).

Positive personal contact between children and young people and staff

Within our community there is clear and unequivocal expression of normal, positive, physical contact between adults and between adults and children. This is not physical contact, which in any way seeks to establish authority over a child, but that which expresses care and acceptance, to provide comfort; ease distress and signal care as would be expected between trusted staff and young people.

However, the following guiding principles should apply:

- Given that a higher proportion of children with special needs may have experienced sexual and/or physical abuse, staff need to ensure that any physical contact is not misinterpreted
- Staff must be aware of the young people's difficulties around physical contact. This can be especially challenging for a young person on the Autism Spectrum
- If at any time a young person demonstrates verbally or otherwise that they are not comfortable with physical contact staff should respond immediately by ceasing that contact
- Staff must consider Health and Safety issues when deciding to cease physical contact. If cessation is likely to increase the risk of injury to staff, the young person or others present, these safety considerations must take precedence
- There should be no expectations of privacy for the physical expression of affection or comfort, although this may be appropriate in some circumstances (e.g. bereavement) staff need to be aware that different cultural factors may apply
- Age and maturity are factors to be considered in deciding appropriate physical contact
- Where a member of staff feels that it would be inappropriate to respond to a young person seeking physical comfort, the reasons for denying this should be explained. They should be comforted verbally as necessary
- The issue of personal contact in general is raised in interviews and induction training for staff and discussed in staff development.
- Physical contact should never be in response to or be intended to arouse sexual expectations or feelings

- Young people should be counselled with regard to socially appropriate /inappropriate times/places/situations to seek physical comfort
- Appropriate physical contact should be a focus of discussions with parents/carers through Key worker and other regular contact
- We use a side on hug to prevent any misunderstanding of physical contact.

We have a contingent touch procedure which is highlighted for individuals whose professional multi agency team have agreed needs a higher level of contingent touch required. When this is appropriate there is a plan written and agreed around how this will look for the individual pupil

Rewards and Consequences

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these successes in many ways including;

- Multiple opportunities during the day for a fresh start
- Verbal praise/feedback
- Certificates in celebration assemblies
- House points/Dojo/ certificates/stickers awarded for good behaviours
- Attendance awards
- Headteacher's Work of the Week

Other Awards such as Resilience / Respect or support of others etc

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unacceptable or inappropriate behaviour. All of our staff will undergo regular Trauma Informed training and key information including ACES and external factors will be shared promptly with relevant staff. All of our staff understand that presented behaviour are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the children.

The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice.

Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

Consequences across our school may include but are not exclusive to the following list:

- Verbal rule reminders
- Verbal warning given and inappropriate behaviour explained; expectation for improvement given
- A loss of a privilege
- Extra work/repeating work which is unsatisfactory
- Missing a break time
- Internal suspension
- Fixed term suspension

Internal suspension are given with the agreement of the Senior Leadership Team and recorded appropriately.

A fixed term exclusion is the decision of the Head teacher following an investigation.

Internal suspension and fixed term suspensions are usually consequences of behaviours which have caused significant health and safety risks or have had a significant impact upon the safety and learning of others.

Consequences should always be reinforced by telephone calls, letters to parents and recorded on our school's system. Suspensions or exclusions will be shared with parent/ carer and any supporting agencies.

Behaviour Strategies and the Teaching of Good Behaviour

It is recognised that good behaviour needs to be modelled and taught. We embed the Trauma Informed Practice trained by Dr Jennifer Nock to support a child's social engagement system. The development of positive pupil/staff relationships along with effective teaching which recognises individual needs encourages children to behave in appropriate and less challenging ways.

Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Behaviour Mentor or teaching Assistant intervention
- Use of a calm/sensory box
- Use of time away
- Use of a quiet room

In order to model appropriate behaviour in the playground, teaching and support staff play games and encourage the children to play appropriately with their peers. Staff will supervise children during lunch and breaks at all times and a rota for this is in place. This establishes strong relationships between pupils and staff, providing secure attachments and key adult figures.

Intervention de-escalation techniques

Despite attempts to create and sustain a positive environment which encourages appropriate behaviours our children and young people are neither as socially or personally skilled as most of their peers in other school environments. As a consequence of this, they are more likely to cope poorly with frustration, conflict and anxiety resulting in poor judgement, a failure to anticipate the effect or consequences of their behaviour, and on occasions a temporary loss of control.

Staff will know in what situations a pupil's behaviour is likely to be difficult to manage. The individual plans detail known triggers and issues which can lead to difficulties

Inevitably, however, young people can react in a surprising manner due to unseen internal triggers or situations from outside of school which are unknown to staff. Also, staff have different thresholds and tolerances. Moreover because of their personal differences a degree of idiosyncrasy is likely to occur. However, the management of children and young people should not be dependent upon personal or spontaneous whims.

To achieve consistency, it is important that all staff seek to manage the following behaviours:

- *dangerous behaviour*
- *scapegoating*
- *gender invective*
- *racial comments*
- *religious intolerance*
- *bullying*
- *loss of self control*
- *damage to property*
- *causing tension*
- *spreading gossip*
- *physical aggression*
- *debilitating anxiety*
- *self-injurious behaviour*

Staff interactions with children and young people are crucial to limiting the frequency, duration and intensity of disruptive behaviours and to promoting behavioural growth in children and young people.

It is vital that there are consistent expectations and responses that if some staff responses promote positive and appropriate behaviours in children and young people then others inadvertently increase the likelihood of unacceptable behaviour, it is important that there is a professional discussion around adaptation of response.

In school we have adopted the PRICE training model for Behaviour support techniques - We have trained staff at the school in PRICE techniques

- See PRICE Training booklets for more detailed de-escalation approaches
- See Appendix Guidance on De escalation

It is always our priority to avoid a pupil getting go the point of crisis behaviours. We use our knowledge of the young person and situations to try to ensure that they move back to a place where they can manage their own responses more positively without the need for physical support.

Dialogue

In any situation where a young person's behaviour provokes intervention, dialogue is an essential response. It is only when this needs to be reinforced that other actions should be considered.

Persuasion or Dissuasion is where staff focus the discussions with young people with the aim of persuading them towards or dissuading them from an intended course of action. It is in effect focused guidance.

Physical presence

Staff members' physical presence is a means of communicating authority and re-establishing safety and security. Presence by implication of authority, may restrict young people's movement for a brief period but is limited to:

- Standing close by to, or in front of a young person
- Standing momentarily or temporarily in the way of a young person.

Presence should become neither oppressive nor of excessive duration. Presence is likely to be most effective if complemented by a range of non-verbal communication signals and Persuasion or Dissuasion.

Physical Presence must be:

- Considered appropriate in the context of a particular situation or incident
- Used only in the context of engaging the young person in discussion about the significance, relevance and consequences of his behaviour; and ended if it is met

with resistance, when a decision will need to be made whether or not another form of intervention is appropriate

Restriction of access or exit

In the ordinary course of maintaining a supportive and stable school, adults limit young people's liberty by requiring them to do things that they may prefer not to, including restricting them within a building. However, if the young person complies with the reasonable request, for example not to go into another lesson because it will disturb the learning of others, restriction of liberty is not an issue. There may be occasions, however when a young person has lost self-control, and is intent on serious disruption, self-harm, inflicting injury to others within that classroom, damage to property, or is considered potentially likely to do so, that it would be appropriate to prevent access to dangerous environments by locking doors to them.

Within our schools the offices, science lab or Art DT rooms could be considered such places. Restricting access under such circumstances is considered appropriate staff action. Occasionally in respect of the types of behaviour described previously, it may be necessary to prevent a distressed young person from leaving a room by blocking the doorway by Physical Presence. This type of control is appropriate and permissible provided that:

- The duration of the intervention does not exceed ten minutes and the young person is engaged in conversation aimed at de-escalating the crisis
- The action is a response to a crisis situation
- If the young person physically resists a considered decision is made in respect of justification for an alternative form of intervention

The use of Restriction of Access must be recorded in the Serious Incident sheet and log.

Withdrawal

Withdrawal describes the removal of a young person from an environment where he may be gaining reinforcement to maintain a behaviour, to an area or room less likely to reinforce it with the purpose of enabling the young person to regain self-control.

Within School any area or room used for withdrawal must be unlocked and be monitored by staff at all times.

The use of withdrawal must be recorded in an Information sheet.

Time-Out

Time-out is part of a therapeutic programme to manage challenging behaviour. The individual with challenging behaviour is taken away from a place or an activity that is considered rewarding to them when their behaviour becomes unmanageable. The person is not necessarily confined, but can merely be taken out of a room or a few paces away from where an activity is being held.

Time-out is defined in paragraph 19.9 of the Mental Health Act 1983 Code of Practice as “a behaviour modification technique which denies a person, for a period of time, opportunities to participate in an activity or to obtain positive reinforcers following (normally immediately) an incident of unacceptable or unwanted behaviour, and which then returns the patient to their original environment. Time out should never include a locked room”.

One to one supervision

One to One Supervision is where a member of staff or a number of staff are attached particularly to a young person separated from his peers because of anxiety, distress or disruption with the purpose of providing him with continuous focused supervision and support until he is ready to resume usual activity.

It must:

- Only take place within the context of the usual environment and where increased staffing levels are likely to prove successful
- Be used positively and constructively, and aimed at actively engaging the young person; promoting their safety, welfare, and emotional stability; and returning the young person to a less extraordinary means of management
- Have had the approval of the senior member of staff on duty

Removal from classrooms

Removal is where a young person, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which they are asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the young person's education in a supervised

setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a young person is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Headteachers will:

- Maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy
- Make sure the reasons that may lead to young peoples being removed are transparent and known to all staff and young people
- Ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff
- Design a clear process for the reintegration of any young person in removal into the classroom when appropriate and safe to do so
- Collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal
- Make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENDCo), or whether specific departments or teachers may require more support
- Analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics

When dealing with individual removal cases, headteachers and teachers should:

- Consider whether any assessment of underlying factors of disruptive behaviour is needed
- Facilitate reflection by the young person on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future
- Ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a young person from leaving a room in order to protect the safety of others and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section
- Ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with
- If a young person has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the young person is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head
- Young people should not be removed from classrooms for prolonged periods of time without the explicit agreement of the head teacher. These should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Physical Intervention

Staff will use physical intervention of a pupil if their behaviour is placing themselves or others safety at risk and will do so only as a very last resort. All staff will be trained in physical intervention by an approved provider. A log of training will be kept and maintained to ensure training is current. Significant physical interventions will be recorded and information passed on to all parties as soon as possible after the event.

In extreme cases staff have the right to ask for Police Intervention.

Physical Diversion / Supportive Contact

This differs from Physical Control in the degree of force used. Physical Diversion may be, for example, holding a hand, placing a hand on the forearm, or putting an arm around a shoulder. Physical Diversion is a means of deflecting a young person from destructive and/or disruptive behaviour. It involves little force, but serves to reinforce staff attempts to reason. It is important that:

- The intervening member of staff should already have an established relationship with the young person
- Physical diversion should not arouse sexual expectation or feelings (if it does holding should cease)
- It should be ended if it is met with resistance, when a decision will need to be made whether or not another form of intervention is appropriate

This should be recorded by staff on an information sheet so that the SLT can monitor its use and effectiveness.

Physical Control

Control restrictive physical intervention

On occasions when de-escalation and conflict resolution techniques have failed restrictive physical intervention may have to be exercised. The concept of restrictive physical intervention involves ensuring that pupils are diverted from harming themselves, others, seriously damaging property, causing serious disruption to the maintenance of good order in school or are protected from the likelihood of them doing so. When no one is in control the desire to challenge and threaten often escalates. A proactive, orderly, caring environment is impossible to achieve and sustain when young people and staff believe they are not safe.

Restrictive physical intervention is usually used reactively or in an emergency and is always as a last resort. Restrictive physical intervention is used as part of a planned strategy. The Individual Plans detail the individual plan for each young person. It may be for example part of an approach to prevent a young person improperly absenting when it is perceived he would be at significant risk were he to do so.

Risk assessment decreases the frequency of use of either reactive or emergency restrictive physical intervention, and minimises the risk to young people and staff involved.

Restrictive physical intervention is the use of Physical Presence, Restriction of Access or Exit, Withdrawal, Physical Diversion, and Physical Control so concerning behaviour is controlled preventing injury to others, criminal acts self-injury and preventing harmful behaviours from spreading to others.

It is each member of staff's responsibility to make an assessment of each particular circumstance. All staff have a duty of care and are responsible for safeguarding and promoting all young people's welfare. Staff will need to decide if restrictive physical intervention is appropriate, and if it is, at what level.

It is not considered appropriate within School to adopt a blanket approach to the use of restrictive physical interventions exercised by staff simply because the young people have severe social, emotional, learning and or communication difficulties. Staff will need to take, however, the following factors into consideration:

- The behaviour of the young person
- The known intention of the young person
- Their known wishes, feelings and emotional state
- Their age and level of understanding
- The young person's personal history
- The influence of other young people, family and friends
- Any future events which may be causing the young person anxiety
- Their knowledge of the young person
- How long the young person has been placed with us
- The time of day, and the antecedents to the situation

In considering these factors particular attention needs to be given to the age and understanding of the young person. As a young person grows with age and maturity, he becomes more able to make decisions. However, competency is not only determined by age and maturity. The possible consequences of behaviour should be a significant factor in decision-making. A decision, which involves an assessment of the risk of potential harm, must not be left to a young person to make alone and will either be a matter for negotiation, or solely the responsibility of the member of staff. The more danger that can be foreseen in a particular situation, the less likely it will be that the young person is competent to make a decision.

Where a young person is proposing to do something where there is clear potential for him injuring himself, others or seriously damaging property then staff can properly affect restrictive physical interventions to prevent him from doing so.

The use of physical controls is not a substitute for using alternative strategies. Normally lesser forms of intervention should have been used first and de-escalation techniques exhausted. The onus is upon the member of staff to decide when this position has been reached.

However, it is School's policy that Physical Control is used only:

- Rarely,

- As a last resort, and
- Where any other course of action would be likely to fail.

Physical Control must not be used to:

- Punish
- Gain young people's compliance with staff instruction,
- Cause or threaten hurt, and pain
- Oppress, threaten, intimidate and bully.

Physical Control in School should not normally extend beyond holding with both arms engaged in a standing, or sitting positions. However, staff can use Reasonable, Proportionate and Necessary actions in school.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force may not be used to search for other items banned under the school rules.

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

Physical Control is the positive use of minimum force to divert a young person from harming himself or others, seriously damaging property, seriously disrupting the good order of the school or to protect a young person from the likelihood of them doing so.

Physical controls in School must only be used:

- Where a young person is seriously harming himself, others or seriously damaging property
- Where a young person is in potential danger of seriously harming themselves, others or seriously damaging property
- At risk of committing a criminal act

- Where a young person is engaging in behaviour prejudicial to the maintenance of good order and discipline or likely to lead to the breakdown of good order in a classroom

As a means of preventing a young person absenting improperly if:

- The young person is so acutely and seriously troubled that it is clear he is in immediate danger of inflicting serious self-harm, serious harm to others, or seriously damaging property
- The young person is young and lesser interventions have either not been understood or successful and the young person would on absconding be potentially in physical or moral danger
- The young person is older but socially immature and vulnerable and consequently potentially at physical and moral risk
- Its use is intended to return a young person to a less dangerous situation

Any use of physical control must be reported as soon as possible to the senior member of staff on duty by means of the Incident report. The Head teacher should be notified as soon as possible and the full report completed before the member of staff has left school on the same day. Should this prove very difficult the full report must be submitted within 24 hours. The Incident report requires comments, action, analysis, distribution, monitoring and reporting.

Post-incident Management

Following all incidents where restrictive physical interventions have been employed, both staff and the young person should be given separate opportunities to discuss the incident in a calm and safe environment.

De-briefing should only occur when those involved have recovered their composure and are in a position to debrief – this can take time.

Post incident de-briefs are designed to allow staff and young people to explore exactly what happened and the effects on the participants. They should not be used to apportion blame or to punish those involved. If there is any reason to believe that a young person or member of staff has experienced injury or severe distress following the use of restrictive physical intervention they should have access to appropriate medical or pastoral support systems.

All incidents involving the use of restrictive physical interventions must be recorded on Incident Sheet. The young person and the member of staff involved should have their views recorded on the Incident Sheet. It is good practice to involve where possible, young people, parents/carers, social workers and placing authorities in planning and monitoring the use of physical interventions.

Confiscation of inappropriate items:

There are two sets of legal provisions which enable staff to confiscate items from pupils.

1. The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
2. Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and articles that have been or is likely to be used to commit an offence, cause personal injury or damage to property. Weapons, knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Behaviour outside school premises

As a school we have statutory powers under Section 89(5) of the Education and Inspection Act 2006 to regulate the behaviour of pupils when off the school premises and not supervised by staff. Regulation must be reasonable and is as follows:

- consequences can be imposed when a pupil is on the school site or otherwise under the lawful control or charge of a member of staff.
- consequences can be imposed when a pupil is on a school trip or being transported -in these circumstances the pupil may have to wait until they are back in school for the consequence.
- cyber bullying - where parents or children are treated inappropriately using phones, internet, email or social networking by a child at school, they are advised to bring phones or copies of pages from sites into school, report using the CEOP's website, contact the Police or all three.

In acting reasonably to regulate pupil behaviour when off the school site, staff will consider the following principles:

- the severity of the behaviour.
- where the behaviour took place.
- the extent to which our school's reputation has been affected.
- the extent to which the behaviour would have an impact on the orderly running of our school.
- the extent to which the behaviour might pose a threat to another pupil or staff member (e.g. bullying behaviour, threatening behaviour, extortion).

Staff Development & Support

The induction of new staff includes an introduction to our Relationships and Behaviour Policy. Staff briefings at the start and end of every day enables relevant information about children to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisal and staff meetings. Regular and on-going training is provided to ensure all staff are skilled

professionals and are able to manage challenging behaviour in a consistent and professional manner.

All staff are expected to complete and stay up-to-date with PRICE training to meet the following objectives:

1. Recognising the importance of and using de-escalation techniques and working as a team when managing challenging behaviours.
2. Applying an understanding of the legal implications of positively handling.
3. Using a gradual and graded response to managing challenging behaviours and the use of positive handling as a last resort option.
4. By applying an increased awareness of the need for documentation for the recording and reporting of incidents.
5. Using active listening skills and participating in a process of debriefing, repair and reflection.

Pupil support systems

Pupils are expected to adhere to the agreed school expectations and strive to meet and reflect on their personalised behaviour targets. They are always able to request a meeting with a member of staff that they feel comfortable with (known as 'Talk Time'), and more general concerns or suggestions can be voiced through social times such as shared play, circle time and nurture breakfast time.

If a pupil makes a complaint or allegation against a member of staff, the onus is on the Person/ persons making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably. Suspension must not be an automatic response when a member of staff has been accused of using excessive force (see Complaints Procedure and/or Allegations against Staff documentation).

Liaison with parents/carers and other agencies

Parental support for our Relationships and Behaviour Policy, and the encouragement of their child to adhere to it, is an important part of making positive changes in their child's attitudes and behaviour.

Parents/carers are encouraged to contact our school whenever they need to with any concerns they may have, and are encouraged to be proactive in sharing and solving problems as they arise.

Managing pupil transition

Changing school is often a time of increased anxiety for pupils and may result in behaviours escalating. We aim to support pupil and parents/carers wherever possible to ease the transition of both coming into and leaving our school.

Organisation and facilities

Teachers establish strong routines both in their classrooms and across our school which help greatly to establish the smooth running of the school.

Improper absence

Young people occasionally leave the school, but return within a reasonable period. However sometimes young people leave the site and do not quickly return. Young people who are improperly absent are categorised as:

- **Absenting**, whose whereabouts are known, and where circumstances suggest they are likely to be at only a low level of risk;
- **Not at their proper place**, whose whereabouts may or may not be known and where it is judged there is a low level of risk; and
- **Missing**, whose whereabouts are usually unknown, and where circumstances suggest they are likely to be at risk

Prevention of improper absence (This is often called Truancy).

What is truancy?

Truancy means missing school on a regular basis for no good reason. It is also sometimes called 'unauthorised absence'.

By law, all children who are registered at school must attend regularly. Home-educated children do not have to attend school.

Truancy is a big problem, and it's on the increase.

Children in special schools, and those on free school meals, are most likely to truant.

How it can impact on children's futures:

Truancy matters because:

- Children who miss school miss vital learning and social development time with their peers and staff
- Children who skip school don't do as well in tests, assessments and exams.
- If a child doesn't show up for lessons, their school record will suggest to future employers that they are unreliable.
- Being out of school during school hours gives a child time to kill - and research has shown that this can lead to criminal or antisocial behaviour.
- Parent/ Carers, are responsible. Legally, parents/carers must ensure that children attend school - and if they don't, they could get a penalty notice (a fixed fine) or even face prosecution.

Parents and Carers are expected to:

Taking an interest in your child's school life is a very important way to avoid truancy. The more engaged you are as a parent in your child's education, the more likely your child is to attend and enjoy school.

So always make time to talk to your child about how they're getting on at school. Keep in touch with your child's teacher and don't miss parent-teacher evenings. Also, try to attend school events if you possibly can.

Don't wait for niggles to become big problems before you address them with teachers. If you suspect your child of truancy, don't turn a blind eye. And don't cover up for your child or make excuses. Schools are now clamping down on absence. If you say that your son or daughter was ill, you'll probably be asked for precise details about the illness (or possibly a note from your GP) to make sure their absence was genuine.

Talk to your child about what's causing them to skip school. Some children truant because they're being bullied, either at school or on the way there. If this turns out to be the issue for your child, then it is something that you and the school need to tackle.

Talk to your child's teacher or the parent support adviser at school. They will probably suggest that you work together on a plan to track your child's attendance - this could mean you staying in close contact with the school regarding your child's appearance/non-appearance in the classroom.

Don't be afraid of talking to school staff about your concerns. Schools and local authorities realise the importance of working with parents to ensure children attend school. They will try to give you and your child the support you need.

The School will:

- Register each child/ young person as they arrive in school each day. School will endeavour to find out the reasons for absence if the parent/ carer has not phoned in to school by 9.30 am.
- Staff will supervise all lessons, lunch and break times to minimise any issues which could lead young people to feel anxious.
- Work with parents/ carers to establish reasons for absence or a child who tries to leave site (without permission) during a school day
- The staff will work with the young person/ child/ parents/ carers to overcome any anxiety or issues leading to poor attendance.

- School will liaise with external agencies in a multi-agency approach should this be beneficial in supporting the young person in their attendance

Missing Preventative Measures

- Close adult supervision
- Prompt arrival of staff to all sessions and duties
- Registration of students from arrival via transport
- Small class sizes (no more than 6) ensure staff notice absence
- Identification of higher risk students
- Regularly updated recorded details of previous missing student incidents
- Staff assigned 100% supervision role for identified young people
- Response timeline – on first discovering a young person is missing
- Member of staff first noticing student is missing to note the time, inform Pastoral team and perform an immediate search of the area covering the most obvious places and lasting no more than 5 minutes
- After 5 minutes, member of staff to enlist the help of staff and widen search for a further 5 minutes
- If the young person has still not been located, staff to continue search for up to 30 minutes (for some with specific risks associated this time will be much reduced)
- Staff should inform reception of the original time of disappearance and this should be recorded on a Missing Student Incident (MSI) log. Reception should also begin to fill out student contact details on the MSI log in anticipation of contacting police and/or parents/carers
- Reception to inform member of leadership team
- Available staff to be assigned an area to search. Staff should be deployed in pairs where possible. Each staff team to return to reception on completing search of designated area and to be reassigned if necessary
- If, 30 minutes after the time recorded on the MSI form, the student is still missing and has not been seen, a member of the leadership team/reception should use 101 (or 999 for those pupils deemed very high risk) to inform the police, ensuring that they have informed them that the student's special needs make them a high risk student
- There are specific pupils who are at such a high level of risk that 101, parent/ carer are contacted after the initial 5 minute check (see MSI plan)
- Parents/Carers should then be contacted. If applicable, social workers should also be informed
- If the student is found before the police are called, then the student can be returned to Pastoral support and talked to about the reasons for their absence. On an

individual basis the decision will be made to return to class or to continue Pastoral support or to apply appropriate support/ consequences

- If the student is located after the police have been called, parents/carers should be called in to school to collect the student who should remain under the supervision of leadership staff
- If the police locate the student, staff will need to follow the advice of officers (within protocols)

If the young person is on a school trip at the time of going missing the same protocol should be followed.

It may be deemed that it is not possible for staff to leave the rest of the group to search for the individual (risk assessed at the time by the lead teacher). If this is the case 101 would be called immediately. The lead teacher would then contact school to notify the SMT.

Read this policy in conjunction with:

Safeguarding: See *Safeguarding Policy*

Bullying – See *Anti - Bullying Policy*

Risk Assessment – See *Risk Assessment and Risk Taking Policy & Health and Safety Policy. Whistleblowing policy*

The list below is neither exclusive nor prescriptive. The lists are however; an indicator of the dynamic influence staff behaviour is upon child or young person behaviour.

First and foremost – Know your pupils and build positive professional relationships with them

DO Be Punctual and Prepare Well

- Be there on time. Starting and finishing on time are very important. This sends signals to children and young people about the importance and value that the adult places on the activity or task and makes colleagues' tasks easier
- Be efficient. The more efficient you are, the better you feel, the higher your level of confidence, the better things are likely to go.
- Whatever activity or task you are going to engage in good preparation and planning are essential
- Possess a firm grasp of whatever activity/skill you are wanting the group to experience
- In team situations communicate with colleagues as part of preparation

- Include alternative activities/strategies in case of initial plan not working

Display Confidence

- Maintain relaxed and non-threatening eye contact with the group and individuals; be sure to avoid nervous mannerisms and gestures

Give Careful Instructions and Guidance

- Use appropriate, simple and clear language
- Give clear statements of expected tasks which must be relevant to the ability levels of the children and young people
- Make instructions brief and to the point
- Ask for questions
- Check if everything is clear via questioning
- Always make it clear that if they have any problems or difficulties all they have to do is ask you
- Find opportunities to praise positive attitudes and behaviour rather than being critical of negatives.

Be Consistent and Fair

- Children and young people need to know that the standards you lay down are not going to be subject to arbitrary and unexpected change and that you are not going to treat individuals differently from each other for no apparent reason
- Give clearly explained expectations of behaviour

Firmness in the Face of Problems

- Try and be clear and decisive
- Address and resolve situations don't let them drag on or escalate unattended
- Use appropriate body language and non-verbal communication
- Keep your word

Awareness of what is happening

- Be alert to what is going on around you and ensure your attention is distributed across the group
- Keep as physically mobile as possible
- Try not to leave yourself vulnerable by becoming too engrossed with one particular individual or sub-group
- Awareness of the importance of role modelling; the part played by the adult is instrumental in setting a good example
- Keep giving positive feedback on effort and endeavour

Realistic Standards

- Your expectations must be at an appropriate level and consistent with your colleagues
- Demonstrate your belief in the children and young people's abilities
- Verbalise your confidence in their success

Enjoyment and Enthusiasm

- Don't be afraid to show it; it shows the work and the children have worth and importance
- It is more likely to stimulate interest and reduce boredom and apathy

Threats and Consequences

- Always point out the possible consequences of a particular piece of behaviour
- Make use of the behaviour management systems already in the school
- Consider "positive actions" rather than "negative activity". For example, say "**when you have done..., then you can**"

Rather than "**if you do not do, then you will not be allowed to**"

DON'T

- Make wild threats that you find hard to enforce or get support for
- Be unclear and hurried in speech and actions
- Overreact to behaviours
- Issue complicated instructions

- Show favouritism
- Be inconsistent
- Collude, provoke by ridicule or sarcasm
- Have inappropriate expectations
- Belittle effort or endeavour
- Confuse firmness and hostility

Attitude and Approach

Staff members' attitude and approach in all situations affects the quality of relationships with children and young people. In situations of rising tension staff attitude and approach is crucial. It can either improve or reduce the chance of success.

DO

- Appear calm and collected if at all possible
- Be clear and firm about boundaries of acceptability
- Show a non-biased nature.
- Be prepared to listen.
- Know when the situation is in stalemate and don't create a win/lose situation without it being a calculated decision
- Be flexible in thought and response
- Spontaneously provide a range of roles from assertiveness to reflective support
- Value people as individuals
- Be a sensitive, objective observer who can make valid observations
- Trust others and perceive them as being capable of solving their own problems
- Seek to understand situations from the point of view of others and base your own behaviour on this perception
- Be concerned primarily with people and their reactions as well as things and events

- Try to understand the behaviour of others in terms of how they think and feel and behave and understand now; don't let past influences hinder you, make them help
- Perceive others as being friendly and enhancing rather than as hostile and threatening
- Perceive others as being in control of their own development rather than shaped by external events
- Understand the mechanics of adult influence so that you are able to diagnose the present situation and determine the range of possible reactions to it
- Develop a confident and positive regard for yourself - this should give you reassurance and be transmitted to others in terms of your outward confidence about being able to deal with things
- Give the young person guided choices and options that allow them to take some level of responsibility for decision making

DON'T

- Be fooled into thinking you should always be able to deal with any situation, and don't automatically assume/expect colleagues to do so without your support
- Be insensitive
- Be unfair or hostile
- Use high key intervention where low key will suffice
- Emphasise situation out of all proportion
- Allow yourself to be wound up
- Carry on even when you know you are wrong
- Restart the argument or incident once calm has been achieved
- Use unnecessary peer group pressure

Non-verbal behaviour

The primary reason for using and interpreting non-verbal signals is to de-escalate at a very early stage or just to signal a very low-key adult involvement. There will usually be a response to this if signals are clearly sent. Similarly acknowledging non-verbal signals from within the group or from an individual will enable early, low-key staff intervention to take place.

DO

- Seek clear eye contact when you are making an important point
- Be aware of the signals which you give out by your body position and posture
- Be aware of the physical distance between yourself and others.
- Nod your head to indicate attentiveness
- Smile to show agreement
- Use raised eyebrows to question
- Use hand, shoulder and whole body gestures to support discussion
- Use physical contact as reassurance
- Seek signals that your message has been correctly received
- Use proximity as early intervention
- Use your observation of others non-verbal actions or reactions in order to judge your own level of intervention.

DON'T

- Invade personal space
- Stand over children and young people in a threatening manner
- Use staring threatening eye contact
- Be oblivious to signals within the environment
- Appear to lack confidence
- Appear tense, appear intimidated or retaliate with physical gestures
- Use inappropriate physical contact with particular children
- Remain static

Verbal behaviour

Verbal communication operates at many levels within the caring and therapeutic processes at the home. It is the single most important skill staff have in helping children and young people towards personal growth, and employed correctly is the most powerful de-escalation skill staff possess. The following format of four stages is a very useful way of conceptualising what you are trying to do and hence help you guide the conversation through to a positive solution.

Calm the Situation: It is important to calm a situation where the temperature is rising, as nothing will be listened to if the other individual(s) is too agitated.

- Choose appropriate timing of initial verbal intervention
- Acknowledge the existence of a problem
- Use reflective listening
- Show genuine concern and understanding
- Show empathy and allow the individual to express their feelings
- Give reassurance and offer support
- Careful use of humour may be employed
- Silence is useful - it is choosing not to speak - and can also be thinking time
- You may ask directly for a particular response

In effect what you are trying to do is bring some calm, order and clarity to the situation. Make sure the young person(s) are 'with you' before going on to the next stages as too early an attempt to move on will only escalate things.

Analyse the Problem: Now is the time to help the child or young person register and understand what is happening.

- Use non-threatening dialogue appropriate to the child or young person and situation as well as corresponding body language
- Be aware of voice quality, tone, volume, cadence, timing and making good use of pauses and appropriate replies

- Paraphrase what is being said and check back with the child or young person that it is accurate
- If necessary impose some structure to explain things
- Put relevant information together
- Put things in some order
- Repeat and stress important points
- Take the most important messages first
- Be consistent and avoid confusing or conflicting messages
- Present facts/issues which may not be known to the child or young person
- Use personalisation and former relationship factors

Problem-Solve: After getting to the central issue start to get the child or young person to look for/at solutions.

- Go through options
- Put the onus on the child or young person to resolve the situation, pointing out possible consequences, offering choices and alternatives, if possible where he will not "lose face"
- Make your language clear and understandable so that messages are not misinterpreted
- Point out that they are in control of the situation - element of choice in escalation or de-escalation is theirs
- Possibly offer, "If I were you.... but it's up to you", scenarios if the child or young person is stuck
- Use the word "we" when in discussion and explain that you can work things out together

Resolve Situation: This is the point at which some restoration of "normality" occurs.

- Check with the child or young person that he understands what is expected of him
- You may need to use input from others, fresh faces and new ideas to the situation
- Set appropriate, clear boundaries but be prepared to be flexible according to the situation at the time
- Reinforce the point that it may have been easier to have resolved this with adult help earlier than have let it get this far
- Give positive feedback for having resolved the situation so that this might be more of a preferred option next time

DON'T

- Put child or young person in position of no escape
- Use destructive criticism
- Use reminders of previous situations the child or young person might prefer to forget
- Use personal details of a child or young person in front of group
- Make unrealistic threats or use provocative tone of voice
- Lose your temper
- Make insensitive remarks
- Use "you will" statements
- Get involved in "yes you did - no I didn't" arguments with the child or young person
- Argue with adults present
- Use inappropriate language
- Shout or allow raised voices

Reprimands

Most challenging behaviour is either pre-empted or dealt with so quickly that a casual or unenlightened observer might easily fail to notice any action taken by staff. However, in any establishment seeking to create and maintain a secure, stable and caring environment for children and young people, and particularly one where children's self-controls are often only emerging, clear limits need to be set. Even in the most considered environments sometimes the behaviour of children and young people is unacceptable. On such occasions it is vital that staff feel comfortable and confident in coping with challenging and difficult behaviour. Often a reprimand suffices, but sometimes staff will need to exert sanctions and occasionally controls. Whatever, it is fundamental that the intervention is accomplished in such a manner that the respect for the individual child or young person is not adulterated. **It is the behaviour which is not acceptable not the child or young person.** A reprimand embodies a warning aimed at stopping challenging behaviour, preventing its recurrence and avoiding the need for further staff intervention. Reprimands are only effective in establishing a sound working and/or caring climate if they are used sparingly. Frequent use of verbal reprimand is likely to be regarded by children and young people as nagging. Repeated use of reprimands for recurring behaviour without moving to sanctioning is ineffective. The effectiveness of reprimand used will depend on the context, but the following qualities increase the likelihood that a reprimand will be effective:

- Correct targeting - the child or young person reprimanded should be the one who instigated or engaged in the challenging behaviour
- Criticism of the challenging behaviour not the child - the reprimand should emphasise disapproval of the act, not the child or young person. "Don't call names because it is unpleasant and hurtful." is better than, "You are stupid if you call people names."
- Firmness - a reprimand should be clear, firm and assertive avoiding any suggestion of pleading for co-operation
- Mutual respect - the member of staff must treat the child or young person with respect in order for their disapproval to matter
- Positive emphasis - the reprimand should be applied consistently in all situations to all children and young people
- Consistency - reprimands should be applied consistently
- Additional cues - accompany the reprimand with appropriate non- verbal cues, such as eye contact, to increase the force of the exchange
- Avoidance of idle threats - if a reprimand embodies an implied threat it must be carried out.
- If it cannot be carried out it should not be made

- A quiet word - quiet and private reprimands can often be more effective than loud, public interventions
- Keep it professional, be polite and respectful- use please and thank you
- Do not collude with a child or young person in order to overcome a situation in the short term,

e.g. "I know that was a bit unfair, but do it for me. You and I don't have a problem do we?"

Critical challenging behaviour

There are some behaviours that can severely inhibit the school's positive ethos and philosophy. They may totally disrupt the caring and therapeutic process that on the comparatively rare occasions they occur a consistent response, albeit of retribution, and deterrence is needed.

These behaviours are:

- violence to another child or young person and or adults
- Deliberate damage to the building, its equipment or others possessions
- Unprovoked or premeditated bullying
- Repeated limit/rule breaking
- Behaviour within a group situation that is likely to incite negative behaviour in others

Any intended increase in the severity or length of the sanction must be approved by the senior member of staff on duty.

Appendix 1

Guidance on specific behaviour issues

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in KCSIE, especially Part 5.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>.

The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response.

The schools takes its responsibility very seriously and are clear across their whole culture that sexual violence and sexual harassment are never acceptable, will not be tolerated, and that pupils whose behaviour falls below expectations will be sanctioned.

Each incident will be considered on a case-by-case basis. The school will make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. The school will refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

<https://educateagainsthate.com/resources/respectful-school-communities-self-review-signposting-tool-2/>

The school will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They will advocate strenuously for high standards of conduct between pupils and staff; and demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. The school will seek appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour. It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.

Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual. The designated safeguarding lead will make any referrals into support services as appropriate.

Behaviour incidents online

Negative and inappropriate interactions online can damage the school's culture and lead to individuals or groups of pupils feeling that school is unsafe.

The School is clear that the same standards of behaviour are expected online as they are offline. Inappropriate online behaviour, including bullying, the use of inappropriate language and the soliciting and sharing of nude or semi-nude images and videos, will be addressed in accordance with the same principles as offline behaviour. This includes all staff following the

school's child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

In cases where a school suspects a pupil of criminal behaviour online, the school will follow the guidance set out in the section below on suspected criminal behaviour.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in keeping children safe in education.

The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile phones Mobile phones cannot be used during the school day. Allowing access to mobiles in school introduces complexity and risks, such as distraction, disruption, bullying and abuse.

Mobile phones will be collected on arrival in school and stored safely until home time where it will be returned to the pupil.

Suspected criminal behaviour The cases where a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts. These initial enquiries should be documented and the school will make every effort to preserve any relevant evidence. If a decision is reached by a member of the SLT that a report to the police is required, the school will ensure any further action does not hinder any police action taken. This is notwithstanding that; the school can continue investigations and enforce their own sanctions, provided they do not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. In most cases that the designated safeguarding lead (or deputy) would take the lead.