



## **BOND PRIMARY SCHOOL**

### **A Trauma Informed Schools Relationship & Behaviour Policy**

***'Every Moment & Interaction can be an Intervention.'***

#### **Aims**

Our aim is to provide a positive and safe learning environment for our children to flourish to become confident and independent learners. We appreciate and nurture children's individuality and as such a one size does not fit all in many instances. Good relationships are formed when there is a genuine effort to understand each - empathy - this underpins our approach to promoting positive behaviours.

A consistent implementation of this policy by all is vital however we also need 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. This policy behaviour policy is based not on punishment, sanctions but resolution and interactive repair (e.g., restorative conversations).

To help us achieve our aims we will:

- provide a clear set of rules, rewards and consequences through consultation with staff, children, parents and management committee 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.
- To work towards positive Mental Health and Wellbeing in the whole of our school community. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

- ✓ Education Act 1996
- ✓ School Standards and Framework Act 1998
- ✓ Education Act 2002
- ✓ Education and Inspections Act 2006
- ✓ School Information (England) Regulations 2008
- ✓ Equality Act 2010
- ✓ Education Act 2011

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

- Parent 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 classroom door and an open door policy for informal discussions with parents/ carers.
- Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- 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 reduce 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.

- 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 a 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 is treated as a priority to prevent burnout, 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) 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.

## Classroom Management

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

In our school, we have the following expectations of children:

- To treat all people with care, consideration and respect
- To work hard to achieve our best and help others to do the same
- To take care of property and the environment in and around our school
- To move in and around our school safely

These are reflected in our Learning Charter developed by the children at Bond (see appendix)

Everyone within our school has the right to feel safe and secure, and all incidents of negative behaviours will be dealt with bearing this in mind. 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).

### **Rewards & Consequences**

A trauma informed approach is at the heart of effective behaviour management. Purposeful interactions connect us to our students and without that connection our ability to influence and lead them is diminished. We know that a rich and engaging curriculum supports positive pupils engagement and reduces incidents of disruptive behaviour.

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
- certificates/stickers awarded for good behaviours
- Attendance awards
- Headteacher's Star of the Week

At Bond we believe that children need to have clear guidance around behaviour expectations and that they must have an awareness of consequences used by the school in order to help them to regulate their behaviour as well as support them to make the right choices. Pupil voice is important when investigating behaviours; children involved must be listened to carefully and fairly. Although it is important that children are taught there are consequences to poor choices, children must be given the opportunity to learn from them supported by purposeful adult interactions.

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. 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. 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. We know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages.

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. We use the language of 'poor choice'.

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
- Missing a break time
- Internal seclusion
- Fixed term exclusion

Internal suspensions are given with the agreement of the Senior Leadership Team and recorded appropriately. A fixed term suspension is the decision of the Headteacher following an investigation. Internal suspensions 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 CPOMS system. Suspensions will be shared with parent and any supporting agencies.

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
- Use of a calm/sensory box
- Use of the Nurture space

Strong relationships exist between pupils and staff, providing secure attachments and key adult figures. Staff will use physical restraint on 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 restraint 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.

The school has worked with the children to introduce a common language for describing feelings and emotions. This is based on '[Zones of Regulation](#)'.

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

**Blue Zone** - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

**Green Zone** - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

**Yellow Zone** - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

**Red Zone** - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

Staff understand the importance of validating children's feelings - 'It is OK to have those feelings'. This then progresses to supporting children to use calming strategies in order to further reflect.

*Emotionally literate teachers, who interact with children in ways that soothe, calm, contain, stimulate and accompany them as they learn, support their students to become emotionally literate too. In so doing, they provide the positive interactions that contribute to the development of effective stress management systems in their learners' brains. At best, such teachers/adults contribute to the establishment of 'good-enough' regulating, focussing, meaning making and memory circuitry in the brain.'*

**'Feel The Difference: Learning in an Emotionally Literate School'** Lynne Gerlach /Julia Bird (2006).

**Children's responsibilities are:**

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To take responsibility for their own actions and behaviour. (As identified in the Home School Agreement).

**Staff responsibilities are:**

- To treat all children fairly and with respect.
- To raise children's self-esteem to develop their full potential.
- To provide a challenging interesting and relevant environment.
- To create a safe and pleasant environment, physically and emotionally.
- To use rewards and sanctions clearly and consistently.
- To form good relationships with parents so that all children can see that the key adults in their life share a common aim.
- The class teacher/Teaching Assistants/Mid-day staff liaise with members of the senior leadership team if there are concerns
- To recognise that each person is an individual, and to be aware of their needs. (As identified in the Home School Agreement).

**Headteacher Responsibilities are:**

- The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles.
- The Headteacher will also approve this policy.
- The Headteacher will ensure that the school environment encourages a trauma informed response and that staff appropriately with behaviours, seeing them first and foremost as a communication.
- The Headteacher will monitor how staff implement this policy
- The Headteacher has the responsibility for giving fixed term exclusions to an individual children for serious acts of misbehaviour. For repeated or very serious anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken in conjunction with the school governors.

**Parent's Responsibilities are:**

- To engage with teachers via the ClassDojo system in order to see their child's feedback from school in real-time, and view any comments made by teachers.
- Be aware of the school rules and expectations and support the school in implementing these.



- Speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- If you have a concern or issue, please do not speak to the teacher in front of your child or other children. Do not approach other children to tell them off or threaten them in any way.
- Set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- Act as good role-models for their children.
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school's expectations in relation to attendance and punctuality (As identified in the Home School Agreement).

### **The role of governors**

The governing body must provide clear advice and guidance to the head teacher on which to base the school behaviour policy.

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the HT in adhering to these guidelines.

The HT has the day-to-day authority to implement Bond Primary School's policy on behaviour and discipline, but governors may give advice to the HT about particular disciplinary issues. The HT must take this into account when making decisions about matters of behaviour.

### **Sanctions and consequences**

At Bond we believe that children need to have clear guidance around behaviour expectations and that they must have an awareness of consequences used by the school in order to help them to regulate their behaviour as well as support them to make the right choices. Pupil voice is important when investigating behaviours; children involved must be listened to carefully and fairly. Although it is important that children are taught there are consequences to negative behaviours, they must also be given the opportunity to reflect, learn and develop strategies to avoid further unwanted behaviours.

The table below serves to aid children and staff about the types of undesirable behaviours we do not condone and potential consequences. It is the

responsibility of the class teacher to keep class behaviour records up to date and filed. All behaviour incidents are logged onto yellow incident forms or CPOMS in order to monitor trends, patterns or concerns and given to Deputy Headteacher.

<b>Low Level Behaviour Stage 1</b>	<b>Moderate Behaviour Stage 2</b>	<b>Serious Behaviour Stage 3</b>
<p>Calling out Failure to follow instructions Inadequate work Homework failure Disruption of teaching Pushing in the line Silly noises Play fighting Bringing in toys, trading cards, slime etc. Minor playground incidents Eating sweets, chewing gum Kissing teeth Eye rolling</p>	<p>Repeated Stage 1 Physical aggression Bullying Verbal abuse to pupil Verbal abuse to adult Aggressive behaviour Spitting Minor destruction of property Consistent low level disruption First incident of cyber bullying (must be reported to member of SLT) Use of offensive language Leaving classroom without permission Failing to accept responsibility for their behaviour</p>	<p>Repeated stage 2 Physical abuse towards pupils Physical abuse towards staff Racism Homophobic incident Major destruction of property Fighting Bringing items into school that could be used as weapons Inappropriate sexual behaviour Stealing Cyber Bullying Inappropriate language Bullying Possession of illegal drugs Demonstrating behaviours that are a danger to themselves Possession of illegal drugs</p>
<b>Level 1 Possible consequences</b>	<b>Level 2 Possible consequences</b>	<b>Level 3 Possible consequences</b>
<b>If in need of clarification or unsure of possible consequence – speak to a senior leader</b>		

<p>Non-verbal cue Proximity Pupil conference Verbal warning Timeout in class or in parallel class Parent contacted via Class Dojos 5 minute at the bus stop Loss of playtime Loss of privilege Restitution or apology Toys, slime etc. will be confiscated and returned to parent/carers and they will be spoken to</p>	<p>Incidents reported to SLT Non-verbal cue Proximity Pupil conference Verbal warning Timeout Parent contact Behaviour contract Phase / Senior Leader / parent, pupil, teacher conference Loss of playtime Loss of privilege Restitution or apology Internal exclusion Sweets to be confiscated and disposed of Writing a letter of apology during lunchtime/playtime Time in different key stage/class Repeated incidences in the playground – consider alternative playtime provision according to the child’s needs to prevent further escalation. Behaviour monitoring by Deputy Headteacher</p>	<p>Incidents reported to SLT Parent meet with member of SLT, child and class teacher Repeated incidences in the playground – consider alternative playtime provision according to the child’s needs to prevent further escalation. Possibility of considering managed move Leaving school without permission Repeated incidences refer to SENCo Internal exclusion External fixed term exclusion Permanent exclusion Contact Police / Authorities</p>
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Please note that sanctions/consequences will be appropriate to the age and maturity of the child. Consequences and types of behaviour will be different for children in EYFS (see EYFS policy).

### Children with SEN

## **Supporting pupils with special educational needs and/or disabilities (SEND) Expectations for managing behaviour of pupils with SEND:**

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Pupils who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage. We must remove all obstacles to good behaviour and provide support for all pupils to meet expectations.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's learning plans and use suggestions on these;

- using learning plans to understand what works and what doesn't work for a child with SEND, including triggers.
- evaluate why and what would work better for each child;
- **use of Zones of regulation to give the children a vocabulary for describing feelings and emotions**
- communicate learning plans and adapted approaches for covering teachers so the approach to managing their behaviour is consistent. With a particular focus raising awareness of pupils who have had Adverse Childhood Experiences (A.C.E).

At our school, we recognise that while all pupils will benefit from a clear structure for behaviour, some pupils with special needs may require a more personalised approach.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour **must** be adapted to cater to the needs of the pupil. We will make all reasonable adjustments to support pupils' additional needs to reduce the likelihood of high-risk behaviours. When acute needs are identified in a pupil, our school works closely with other agencies and families to ensure that we provide timely and effective support and share information e.g. support plans and risk assessments. Pupils with a variety of needs may require us to make reasonable adjustments to the environment to reduce levels of stress and anxiety. We aim to identify children's individual triggers, to pre-empt difficulties where possible and provide opportunities to calm down if needed. Working collaboratively with the class teacher and support staff, the SENDCO may conduct a risk assessment to support the needs of the child. We will work with parents to share the plan and review it on a regular basis.

It is our responsibility, when behaviour is concerning, to identify triggers and underlying needs. All staff have a responsibility to manage their own emotional responses in recognition that their behaviour influences the behaviour of those around them, including pupils.

## **Peer on Peer Abuse & Harmful Sexual Behaviour**

We are adopting the NSPCC definition of HSB as:- "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing. Sexual harassment and sexual violence may also occur online and offline.

This can take many forms, such as:

- Abuse in intimate personal relationships between peers
- Sexual violence and sexual harassment
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

**Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).

**Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

## **Sexist comments in school**

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

**Sexist comments** are those which discriminate based on sex, particularly against women.

**Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a letter & phone call to parents if the pupil refuses to apologise in the first instance

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

### **Vulnerable groups**

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities). Children who identify or are perceived as LGBT, race, religion (protected characteristics) under the Equalities Act 2010.

We recognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

### **Responding to reports of sexual violence and sexual harassment**

All staff will be made aware of the need to report this and log on CPOMS. All reports of peer on peer abuse will be recorded on a case by case basis. The Designated Safeguarding Lead or their deputy will take the leading role using their professional judgement and will be supported by other agencies such as social care or the police as required.

### **The immediate response to a report**

The school will take all reports seriously and will reassure the victim that and that they will be supported and kept safe.

All staff we be supported to complete a report alongside DSL's.

Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated lead or social care) staff will however only share the report with those people who are necessary to progress it.

A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.

Where the report includes an online element the school will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.

**Risk Assessment (NSPCC feedback)**

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

The alleged perpetrator; and

All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them; Peer on Peer Abuse Policy 2021 Risk assessments will be recorded using the NSPCC template, these will then be added to our safeguarding system and be kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH. Action following a report of sexual violence and/or sexual harassment Following an incident we will consider the following:

**The wishes of the victim in terms of how they want to proceed.**

This is especially important in the context of sexual violence and sexual harassment;

The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;

The ages of the children involved;

The developmental stages of the children involved;

Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?

If the alleged incident is a one-off or a sustained pattern of abuse;

Are there ongoing risks to the victim, other children, adult students or school staff; and other related issues and wider context?

**Follow up Actions Children sharing a classroom:**

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police:

- The perpetrator will be removed from any classes they share with the victim.

- The school will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator. **The Option to manage internally**

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored by the DSLs on the system.
2. **Peer on Peer Abuse:** In line with above, we may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH following locally agreed protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support. Reporting to the Police Any report to the police will generally be made through the MASH as above. The designated safeguarding lead (and their deputies) will follow local process for referrals. Where a report of rape, assault by penetration or sexual assault is made, the starting point will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. Where a report has been made to the police or the school, the school will consult with the police and agree what information can be disclosed to staff and others. In particular, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity. Where there is a criminal investigation the school will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us. Whilst protecting children and/or taking any disciplinary measures against the alleged



perpetrator, The school will work closely with the police (and other agencies as required), to ensure any actions the school takes does not jeopardise the police investigation. The end of the criminal process If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment and ensure relevant protections are in place for all children. The school will consider any suitable action in light of its behaviour policy. If the perpetrator remains in school the school will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate with regard to the perpetrator's timetable.

3. **Peer on Peer Abuse** - Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school. We will ensure all children involved are protected, especially from any bullying or harassment (including online). Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance. Support for Children Affected by Sexual-Assault Support for victims of sexual assault is available from a variety of agencies. We will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family. If they are moved we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move. Where there is a criminal investigation the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings. We will work closely with the police. Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students). Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and

continue to consider the most appropriate way to manage potential contact on school premises. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases. Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

### **Action to be taken in Racial/Homophobic/Sexist Incidents involving Pupils**

All incidents involving prejudice and discrimination based upon gender, race, social class, ethnicity, nationality, sexual orientation, religion, age and disability must be reported to the Head Teacher who will record these and inform the appropriate authorities. In all such incidents the following will occur:

- 1) The seriousness of the incident will be explained to the child.
- 2) Details of the incident will be gathered from everyone involved.
- 3) The child will be expected to apologise to the victim.
- 4) A record of the incident will be made.
- 5) A decision will be made about the discipline to be employed.
- 6) The parents/carers of all the pupils involved will be advised in writing of the incident and the action taken.

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. This would be:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school;
- verbal abuse or physical assault on staff or adult; deliberately hurting another child/ren to cause injury.

Bond Primary school is following the statutory guidance; The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. We refer to this guidance in any decision to exclude a child from school.

More information is available at

[http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00\\_210521/statutory-guidanceregs-2012](http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00_210521/statutory-guidanceregs-2012)

**Additional resources are available to support children with identified needs. This could include support from:**

- SENCO
- Emotional Literacy Support Assistants (ELSA's)
- TAMHS worker
- Jigsaw4U Worker-T
- Play Therapy
- Drama Therapy

**Links with other policies:**

- Anti-bullying
- SEND information report
- Child protection and Safeguarding policy

**Monitoring and review**

- The Headteacher monitors the effectiveness of this policy each half term. The Head teacher, also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents and more serious incidents on a yellow form.
- All Behaviour Incident Forms (yellow) to be kept in Behaviour folder in order to monitor for trends, patterns or concerns
- CPOMS used where behaviour becomes a patter or child is deemed 'high profile' following monitoring by staff/ DHT/HT
- The Deputy Head with responsibility for behaviour monitors all records of behaviour incidents including those related to behaviour. Patterns and trends are identified and actions are agreed to address issues. This forms part of the heads report to governors on the effectiveness of the policy and ensures governors have oversight.
- Serious incidents that occur at playtime are dealt with by the Head teacher/Deputy Head teacher.
- Serious incidents that occur at lunchtimes: lunchtime supervisors send children to the HT/DHT where the children fill in a reflection sheet and /or are helped to unpick the behaviour.

The Early Years Foundation Stage (EYFS) Behaviour Management Policy is a subsidiary of the school's main policy and has been written to ensure that the needs of younger children are met.

To be reviewed: annually

Signed:

Date reviewed: