


# St John Fisher Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust



## Behaviour Policy

Policy Date: 14/11/22			
Policy Review Date:	14.11.23	Headteacher Anthony Gallagher	
Ratified by Governing Body:		Helen Ladkin	

# St John Fisher Catholic Voluntary Academy

## Behaviour Policy

St John Fisher Catholic Voluntary Academy seeks to represent the Gospel teachings of Jesus Christ and the teaching of the Catholic Church as we strive to develop the talents of every member of our community.

### 1. Our Aim

For the children of St John Fisher to believe and achieve in a safe, respectful and supportive Christian environment.

### 2. Our Objectives

- To make the Catholic faith the foundation of our school culture.
- To ensure that our children respect themselves and others as children of God who are unique and special.
- To help pupils recognise and respect the different cultures represented in the school and the wider community and promote harmony within our society regardless of differences.
- To provide a variety of resources to explain and develop ideas of responsibility and personal accountability.
- To implement a disciplinary framework that is clear and understood by all members of the SJF community.

### 3. Core principles

Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners and respect for everyone. This framework of positive behaviour is based on the following principles:

Respect for God

Respect for others

Respect for other people's property and belongings

Respect for oneself

#### 3.1. CMAT Behaviour principles

Each of the 23 schools within the CMAT has its own Behaviour Policy which is necessary to respond to the context of that school. That said, as a family of schools, we build our Behaviour Policies on the following 12 principles:

#### Clarity and simplicity:

1. Our policies will be clear, explicit, easy to understand and remember.
2. Our policies will have clear expectations, rewards and consequences.

#### Restoration:

3. Our policies will focus on justice and improvement, not retribution.
4. Our policies will reflect the teachings of Jesus: forgiveness, dignity, respect and loving kindness.
5. Our policies will be adaptive and acknowledge that one size does not fit all.
6. Our policies will be based on the highest expectations.

#### Relationships:

7. Our policies will be built on respectful relationships, encouraging positive mental health.
8. Our policies will show that everyone has a role to play in good behaviour: pupils, parents and staff.
9. Our policies will respect the unique dignity of all, and will celebrate success.

#### Communication:

10. Our policies will recognise that all behaviour is a form of communication.
11. Our policies will include a clear behaviour curriculum to teach our pupils how to

behave well.

12. Our policies will focus on staff as positive role models, the support of parents, and the personal responsibility of our young people

#### **4. Standards**

Safety – The safety of our children is paramount and all members of the community have a responsibility to keep each other safe.

Learning – Our children will work in a respectful and attentive manner to ensure that they and their fellow students do their best.

Play – Our children will play with fairness at play-time and during P.E.

Travel – Our children will always represent the school values on journeys to and from school or on school trips.

Disagreement – Our children will be expected to learn strategies to cope with conflict and disagreement without resorting to anger or violence.

Prayer – Our children will always show reverence at times of worship and prayer at school or in church.

Property – Our children will respect property owned by themselves, others or the school.

Responsibility – Our children will take responsibility for their actions and accept the consequences if their behaviour does not meet the required standard.

Teamwork - Our children will learn to play and work with others.

Home - School Co-operation – The school, parents and carers will work together as a team to develop our children.

Uniform – Our children will be proud to wear their SJF uniform and ensure that they always represent the best of themselves, their family and SJF.

## 5. Rules

We will endeavour to provide and maintain a friendly, encouraging, secure, supportive and positive school environment in which we can all learn.

We will endeavour to provide a pleasant and safe environment for all members of the school community.

We will establish a set of school rules that are consistently applied across the school.

At no time will anyone intentionally do anything that causes harm, inconvenience or unnecessary work for other members of the school community.

## 6. Whole School Rules

At St John Fisher we expect all children to follow our Golden Rules.

### Golden Rules:

We walk

We use our indoor voices

We listen to each other

We have kind hands

We have kind feet

We share, we take turns and we tidy up

We look after each other

We follow instructions given by the adults the first time of asking

We always try our best and be the best we can be

Whole school rules are intended to reinforce our school motto

*Aim high, Work hard, Be kind*

And our school mission statement:

**'Follow me, I will make you fishers of men'**

At Saint John Fisher we grow as one grateful family, in knowledge, friendship, faith and love.

### **Our virtues;**

Love, love of learning, gratitude and holiness

## 7a. Playground Rules

- We play fair
- We are kind and helpful
- We take care of our things
- We listen to adults
- We line up quickly and quietly
- We have fun
- Golden Rule: Treat others the way you want to be treated

Midday supervisors will give verbal warnings, yellow cards and time out when appropriate. More serious behaviour will be referred to the teaching staff.

## 7b. Dinner time rules

If any of the golden rules are broken at dinner time a child may be asked to spend time in the time-out zone or walk with a Midday supervisor (MDS) for a period of time. The same rules for yellow and red cards apply at dinner times and break times. If a child continuously breaks rules at break and dinner time, it may result

in them being kept inside for a period of time. It may also result in them being prohibited from certain activities that have led to their unwanted behaviour such as football or playing tig. If there is a lunchtime incident, a MDS will notify the relevant class teacher.

## **7. Uniform**

The wearing of correct uniform is considered to be an important element in establishing a sense of community and expectations in school.

Children are encouraged to take pride in wearing appropriate uniform, including P.E. kit.

Hair should be sensible. We don't permit extreme, e.g. closely shaven styles/ patterns or coloured hair. All shoulder length hair should be tied back. Any hair accessories should be small, simple and in school colours.

With the exception of watches and studs, jewellery is not allowed to be worn in school. If the child's ears are pierced, plain gold or silver studs may be worn. During P.E. earrings need to be removed or covered with tape.

Summer uniform can be worn from Easter until October half term.

## **8. Roles and responsibilities**

It remains the overall responsibility of the Head Teacher, and the leadership team to ensure that high standards of discipline are maintained on a daily basis. However, at St John Fisher, we acknowledge the responsibility of every person, adult and child, in promoting and maintaining high standards of behaviour at all times.

Pupils in Year 6 are allocated duties and responsibilities, including aiding staff in the supervision of younger pupils. The roles of School Council and House Captains are considered to be reflective of the positive attitudes and standards to which all pupils should aspire.

The school collaborates actively with parents and carers so that children receive consistent messages about how to behave at home and at school. Parents are expected to support their child in adhering to the school rules, inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with the class teacher promptly.

## **9. Behaviour Management**

### **Classroom Management**

We aim to provide a broad and balanced curriculum through quality teaching and learning experiences. The planning and delivery of high quality learning experiences, matched to individual needs and abilities, minimise the opportunity for disruptive behaviour. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with school policy. Rewards and sanctions are used to encourage good behaviour by our students.

The class teacher is entrusted to ensure good behaviour in the classroom with the support of our Teaching Assistants. They will:

- Make sure that they are always present to supervise children in the classroom
- Prepare equipment and materials before each lesson
- Make sure pupils have access to necessary materials and resources during a lesson
- Construct classroom rules with the children that reflect our whole school rules
- Display classroom rules clearly in the classroom
- Actively teach the class rules to the children
- Use praise to encourage pupils
- Refer to the class rules in praise and sanctions
- Be consistent in response to infringement of classroom rules
- Use appropriate tone, language and volume to model good behaviour to pupils

### **Safety on the Move**

- Children will move quietly and carefully between classrooms
- Children will walk on the left of the corridor
- Young leaders will monitor children walking back into school after playtimes and lunchtimes
- Children will respect other pedestrians and road users
- Children will respect the dangers of the road and obey the instructions of responsible adults near to roads
- On school trips, children will obey all instructions of responsible adults

## **10. Rewarding Good Behaviour and Achievements**

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. St John Fisher will seek to encourage and reward positive behaviour, good work or demonstration of positive personal values by:

- Positive feedback to individuals or groups
- Visual prompts to highlight individual's good behaviour, i.e. stickers, posters
- Letters or phone calls home to parents
- Awarding House Points and Golden Points
- Teacher awards for children working or behaving exceptionally well
- SJF award for exceptional performance or service

- Nominations for termly SJF cups such as 'The Kindness Cup' or 'The Heart that sees'
- A celebration assembly is held regularly in celebration of pupils' success in and beyond the school day
- Golden Time may be offered on a Friday for all children who have earned it.
- A Good to be Green certificate for every child who has been 'Green' for a half term with a prize from the Good to be Green prize box (see appendix 1)
- Moving on to the DOJO reward chart if child has collected all their Golden points. DOJO points are usually given by EYFS/KS1 and lower KS2 classes

### **Encouraging good behaviour**

A thirty minute session known as 'Golden Time' is timetabled in for children with excellent behaviour. 'Golden Time' is a positive behaviour management tool where all children can earn 'Golden Time' through good behaviour. Every time they are rewarded for good behaviour, they add a Golden Point onto their chart. Each point represents five minutes and they can earn up to six points, making the thirty minute total.

Golden Time For Key Stage 1, Golden Time will normally be weekly on a Friday afternoon whereas in Key Stage 2, Golden Time will normally take place on the last Friday of each month. Housepoints will be substituted for extra Golden points.

During Golden Time, children may perform any activity they wish following consultation with the class teacher. Class teachers are asked to be flexible in rewards and activities available during Golden Time. If a child has gained six Golden points they begin activities as soon as Golden Time begins. Children with less than six points must sit in an appropriate area in silence and be given time to reflect on how to gain maximum points the following week.

When Golden Time is over, staff must ensure that all children have three Golden points for next week in Key Stage 2. In Key Stage 1, Any child who has been 'green' all week automatically gains an extra golden point so they start the next week with four. No points must be given or taken until after the beginning of the week.

*Adults in school should at all times:*

- Praise good behaviour. Praise is a vital element in encouraging good behaviour and attitudes
- Look for examples of good behaviour to draw other children's attention to. Reward it with House Points, Golden Time Points, or a certificate in Merit Assemblies
- Remember that children want and need attention. If they do not receive it for being good, some will seek it by making the wrong choices

*The way to good order*

- Lead by example
- Explain expectations clearly
- Respect every person and expect to receive respect
- Set high, realistic standards
- Apply rules firmly and fairly
- Praise good behaviour
- Treat everyone as an individual
- Share in a corporate responsibility
- Never be afraid to apologise

*Maintaining discipline*

- Insist on acceptable standards of behaviour

- Apply school rules uniformly
- Work to agreed procedures
- Insist that children conform to agreed codes of behaviour
- Follow up problems to their conclusion
- Establish your authority firmly and calmly
- Focus on the behaviour not the child i.e. separate the problem from the person
- Do not bear grudges or pre-judge children

*Do all you can to:*

- Know the children as individuals and show you care
- Be positive and build relationships
- Be consistent
- Keep calm
- Listen
- Use humour

*Manage situations by:*

- Dealing with the incident
- Carry out any action you have threatened
- Listening to all sides of the story
- Establishing the facts
- Making a decision
- Ensuring that the child's class teacher is informed

*Most importantly:*

- Be aware of potential problems
- Prevent children misbehaving before they start

*Do all you can to avoid:*

- Humiliating anyone
- Shouting
- Over-reacting
- Using sarcasm
- Blanket punishments
- Punishing what cannot be proved

*If problems arise:*

- Try to reconcile the problem – consider doing this privately
- Cooling down - time for reflection
- Discussing how the problem might be avoided in the future

## **11. Sanctions**

Teacher use of sanctions:

- Feedback to be given immediately after the poor behaviour
- Feedback to criticise the behaviour and not the child



- Feedback should be delivered in a calm and professional manner
- Feedback should include WHY the behaviour was unacceptable and WHAT improvements the child can make to their behaviour, or what exactly the teacher or TA requires from the child
- The intention of the sanctions is to encourage a return to consistently good behaviour
- Sanctions should be proportionate to the behaviour

*The following sanctions will be applied if a child exhibits low inappropriate behaviour:*

<b>Behaviour thermometer</b>	
Good to be Green	<p>At St John Fisher we expect all children to follow our Golden Rules</p> <p><b>Golden Rules:</b>            We walk            We use our indoor voices            We listen to each other            We have kind hands            We have kind feet            We share, we take turns and we tidy up            We look after each other            We follow instructions given by the adults the first time of asking            We always try our best and be the best we can be</p> <p>Children to show:            Quality sitting in classrooms, in assemblies and at lunch times            Quality listening when an adult or child is talking            Their best effort when completing a task or activity            Respect towards all adults and children            Respectful walking around the school - calmly and quietly            Follow instructions quickly and without fuss            Good manners at all times</p>
STAGE 1 Non Verbal warning	<p>Issued for:            Shouting out            Moving or getting up when not supposed to            Playing with friend's hair            Talking when teacher is speaking            Making silly noises            Fidgeting</p> <p>Action to take:            Taking something away from a child            Moving towards a student or stand near a child            Non-verbal gesture e.g. finger on lips            Point to 'good lining up' picture, etc.            Assertive look            Stop, wait and look</p>
STAGE 2 Verbal warning	<p>Repeated Stage 1            Off task-fiddling, wandering            Disturbing other children            Attention-seeking behaviour            Not sharing            Being unpleasant</p>

	<p>Action to take:</p> <ul style="list-style-type: none"> <li>Offering a choice of behaviour</li> <li>Having an individual chat with the child in class time</li> <li>Speaking respectfully but firmly about their choices</li> <li>Warn child of the consequences of continuing their behaviour (see appendix 4)</li> <li>Saying a student's name</li> <li>Proximal praise</li> <li>Reward other pupils showing desired behaviour</li> </ul>
<p>STAGE 3 Yellow Card</p>	<p>Name calling (more serious)          Throwing small missiles e.g. paper or erasers          Hiding other peoples' belongings          Lying          Refusing to co-operate/arguing          Running around the classroom          Being rude to an adult          Failing to abide by Stage 1 or 2 warnings  <b>Sexist language</b></p> <p>Action to take:</p> <p>Pupil will place yellow card in 'Good to be Green' pocket. It will remain there for the day. If the yellow card is given in the afternoon, it will remain for the next day's morning session.          Pupil will forego minutes of playtime or a morning detention          Issue a final verbal sanction (red card)          Give the child time out to think          Child to write an apology note          Child to write a behaviour reflection sheet (Appendix 5)          Asking the child to move seats/tables</p>
<p>STAGE 4 Red Card</p>	<p>Repeated yellow card offence.</p> <p>RED:          A child is moved to red if they have continued to display unacceptable behaviour despite being given opportunities to improve their behaviour through the previous coloured stages. The child will be issued with a red slip which details the reasons why the child has been moved to the red stage</p> <p>The parent(s)/carer(s) of the child will be informed by the class teacher via a phone call and/or a red slip sent home in the child's home school journal (see appendix 2)</p> <p>A child who is moved to red will stay on the red section for the remainder of the day. They will also have to give up 15 minutes of their morning play or of their lunch time depending on the time of the incident – here they will complete a reflection sheet (see appendix 5) and issue an apology to the person that requires it with an restorative justice approach ( see appendix 3)</p>

	<p>Child should be moved to a parallel class</p> <p>All red slips are recorded and monitored</p>
<p>STAGE 5 Automatic Red Card</p>	<p>A child can also be automatically moved to red if they display any of the following:</p> <p>leaving the room without permission</p> <p>verbally abusive towards others, including using racist and/or homophobic language</p> <p>sexual harassment, Sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;</p> <p>causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;</p> <ul style="list-style-type: none"> <li>• consensual and non-consensual sharing of nude and semi-nude images</li> <li>• upskirting</li> </ul> <p>Deliberate Invasion of privacy</p> <p>Physical behaviour such touching of clothes, hair. Inappropriate dancing or thrusting.</p> <p>Swearing</p> <p>Bullying others - this must be reported to the phase leader/Senior Leading Team as soon as possible</p> <p>Physically and/or verbally abusive towards others, including hitting, pinching, pushing, kicking and goading others</p> <p>Deliberately damaging property</p>
<p>STAGE 6 MULTIPLE RED CARDS 2 or more per week</p>	<p>Parents informed- meeting with Class Teacher to discuss</p> <p>Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in</p> <p>Send to a member of the Senior Leadership Team (SLT). A member of the SLT will then work with the class teacher to consider the strategies to use to support the child in modifying their behaviour</p> <p>Child put 'on report' for a period of time</p> <p>Loss of whole of Playtime or Lunchtime</p> <p>Follow up letter sent home to parents</p> <p>Child uses 'time' to try to make amends e.g. repairing property; re-doing work; apology</p> <p>Barred from representing the school in sporting or musical events</p> <p>Temporary internal exclusion</p> <p>Lunchtime exclusion</p>

<p>STAGE 7 RED CARD CONTINUATION</p>	<p>Send to Head Teacher who will invite the child's parents for a meeting to discuss the child's behaviour. At this meeting a pastoral programme will be put into place to ensure the child's behaviour and progress is monitored with the support of the Learning Mentor. The child will have specific targets and agreed sanctions and rewards from both home and school. This will last 2-4 weeks at which point it will be evaluated.</p>
<p>STAGE 8</p>	<p>A final review meeting will be held with parents to explain this phase. The pupil will be removed from lessons (<b>internal exclusion</b>) and taught by a TA. Outside agencies could be engaged to try to support the pupil. A specific set of targets would be set and then supported by intensive staff involvement. This phase will last 2-4 weeks. If sufficient progress has been made, the child will revert back to Level 7. If insufficient progress has been made, the matter will be passed to the Governors and could lead to a <b>fixed term</b> exclusion and possibly permanent exclusion.</p> <p>For a serious incident, including physical assault against another pupil or staff member, pupils will immediately be referred to Level 6 and dealt with appropriately by the Head teacher.</p>

## **12. Pupil support**

The school recognises its legal duty under the Equality Act 2010, consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's SEND lead and Learning Mentor will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. The child may be added to the school's SEND record and issued with personal targets in form of a one page profile.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **13. Bullying**

Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful and repeated, over a period of time. Details of our school's approach to prevention and addressing bullying are set out in our Anti-Bullying Policy.

## **14. Physical restraint**

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

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:



- Always be used as a last resort by staff who have been trained
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be applied in a way that maintains the safety and dignity of all concerned
- Never used as a form of punishment
- Be recorded and reported to parents

## **15. Monitoring Arrangements**

The school records concerning incidents of misbehaviour on CPOMS. These are reviewed and monitored by the Head Teacher and Learning Mentor/Key Stage Co-ordinator fortnightly.

The Head Teacher keeps a record of any child who is suspended/excluded for a fixed-term, or who is permanently excluded, and reports these records to the Governors.

This behaviour policy will be reviewed by the Head Teacher and Governing body every year. At each review, the policy will be approved by the Head Teacher.

 <b>ST JOHN FISHER</b> <b>CATHOLIC VOLUNTARY ACADEMY</b>  <i>is pleased to announce that</i> _____ <i>has been awarded a</i> <b><i>Merit Certificate</i></b> <i>For</i> <b><i>8 consecutive weeks of 'Good to be Green'</i></b>  Signed _____ Date _____
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**APPENDIX 2: NOTIFICATION TO PARENTS**

**RED CARD NOTIFICATION**

Date:

Dear parents,

I am writing to inform that \_\_\_\_\_ received a red card today for the reason(s)...

Please discuss your child's behaviour with them at home and sign below to acknowledge receipt of this note. Thank you.

Yours sincerely,

\_\_\_\_\_  
Class Teacher

\_\_\_\_\_  
Parent/Guardian's signature

**RED CARD NOTIFICATION**

Date:

Dear parents,

I am writing to inform that \_\_\_\_\_ received a red card today for the reason(s)...

Please discuss your child's behaviour with them at home and sign below to acknowledge receipt of this note. Thank you.

Yours sincerely,

\_\_\_\_\_  
Class Teacher

\_\_\_\_\_  
Parent/Guardian's signature

## APPENDIX 3: RESTORATIVE QUESTIONS



### Restorative Questions – to respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

### Restorative Questions – to help those harmed by others' actions:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



#### APPENDIX 4

## Dealing with challenging behaviour: 30 second script



- *I noticed you are...kicking the desk/ struggling to sit on the carpet*
- *I understand you are...angry/ upset/ frustrated*
- *You need to...*(state desired behaviour)
- *Then we can...* (state what the outcome will be)
- *If you choose not to...*(state desired behaviour)  
*then...*(state consequence)
- *Do you remember when you...*(refer back to a positive event)?
- *That is who I need to see today!*
- *I know it's tricky but I believe you can do it – thank you.*  
(walk away and don't turn back! allow take-up time and show you believe they can do it)

**APPENDIX 5**

# AIM



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Adult (if applicable): \_\_\_\_\_

**Action**

**Impact**

**Make it right**

APPENDIX 6

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Adult: \_\_\_\_\_

<b>S</b> ituation	<b>O</b> ptions	<b>C</b> onsequences	<b>C</b> hoices	<b>S</b> trategies
What happened / why did it happen?	What could you have done?	What could have happened if you did that?	Rank the consequences you would prefer (1,2,3)	What strategies might you use/try?
<b>What happened?</b>	A.	A.	A.	
	B.	B.	B.	
	C.	C.	C.	
<b>Why did it happen?</b>				<div data-bbox="1214 1133 1477 1223" style="background-color: #d9e1f2; text-align: center;"><b>Solve</b></div> <div data-bbox="1214 1223 1477 1312">How will we solve / make the situation right now?</div>

### **AIM Instructions & Recommendations**

#### **Why use?**

When addressing unwanted behaviour, it is important that we 'move away' from sanction/punishment-based strategies. Children learn best when we address unwanted behaviours as an opportunity to teach the child and give the child strategies to manage their emotions. This strategy aids in the understanding that children's behaviour is a form of communication.

#### **When to use?**

When there has been an incident in the classroom or during unstructured time. Depending on the incident will depend on the option you choose. This strategy should not be used for every unwanted behaviour. This strategy must be used alongside whole school systems for managing and rewarding behaviour. This strategy would be useful for pupils identified with Social, Emotional and mental health difficulties and neurodevelopmental disorders.

Option 1 – Using AIM Verbally – Adult to use the phrases Action, Impact and how the child can make it right when discussing unwanted behaviour that challenges. Child responds verbally to the questions.

Option 2 – Using AIM: Child Lead – Child given AIM sheet to complete themselves and share it with an adult.

Option 3 – Using AIM: Adult Lead – Child and adult complete the AIM sheet together.

Option 4 – Using AIM: Group Situation – Adult to complete sheet with a group of children.

#### **Other Considerations**

Consider having a whole school focus on Emotion Coaching and Restorative Justice which this process supports.

### **SOCSS Instructions & Recommendations**

#### **Why use?**

In addition to the AIM strategy above, this strategy is a more in-depth look at behaviour as a form of communication. This strategy is based on Autism Outreach (Leicestershire) resources and recommendations.

#### **When to use?**

For behaviours that challenge and the child struggles to understand or generalise recommended strategies – a next step to the AIM strategy.

To be used with the pupil and facilitated by a supporting adult.

#### **Other Considerations**

If completed, these can be revisited and can be linked to 'Comic Strip Conversations' and 'Social Stories'

## **APPENDIX 7**

Dealing with Harmful sexual behaviour

Our school's response will be:

Proportionate  
Considered  
Supportive  
Decided on a case-by-case basis

While we won't tolerate the behaviour, you won't demonise anyone

While we won't tolerate the behaviour, you won't demonise anyone – you'll support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support (see more on this below), so that they can change their behaviour.

List all possible sanctions

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. We won't be able to map out perfectly which sanctions will be used for which behaviours, as context will impact how you handle each incident.

Instead, list all the sanctions you'll consider using, and make it clear which consequences will happen:

### **Appropriate sanctions to list might be:**

A verbal warning  
Keeping the pupil behind after class to apologise to their peer  
A letter or phone call to parents  
Detention  
A period of internal exclusion (length dependent on incident)  
Suspension (fixed-term exclusion) - length dependent on incident - or permanent exclusion

### **How to decide what sanction is appropriate**

The response to each incident should be proportionate. For example, you might want to address a 'lower-level' incident such as a sexist comment through education, your curriculum and the way your school promotes respect.

You should also balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

Consider:

The age and developmental stage of the alleged perpetrator(s)  
The nature and frequency of the alleged incident(s)  
How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)  
This is set out in paragraph 464 of KCSIE (2021).

Use exclusion from school only in the most severe cases, for example if the police recommend you exclude a pupil after an incident of sexual assault. If this happens and you still wish to keep the pupil in school, you'll need mitigations in place to protect other pupils, such as keeping that child in isolation.

Take the wishes of the victim(s) into account

You should keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). This is set out on page 106 of KCSIE.

Some victims might prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them. For example, if a victim is afraid of how the friends of the alleged perpetrator(s) might react if their friend was removed from class, the victim might prefer to not be put in this situation.

Explain in your behaviour policy that you'll listen to the victim(s) and that their wishes will inform your response, but that you'll make the final decision.

Use your behaviour policy to underpin a culture of respect

Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. Creating a culture and ethos of respect, tolerance, acceptance and diversity makes it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

This isn't a quick-fix, but if you're committed to making your school more inclusive in the long term, use our audit tool to help you take your first steps.

Focus on the importance of reporting the behaviour

'Lower-level' incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture Ofsted refers to in its review

'Lower-level' incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture Ofsted refers to in its review. Start to dismantle this by encouraging pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

Let pupils know that you will:

Take their safety and wellbeing seriously

Listen to them

Act on their concerns

Not tolerate or accept abuse

Highlight the supportive and protective aspect of a 'zero-tolerance' approach. Make it clear that reporting incidents benefits everyone, including:

The victim(s): by stopping the problem and getting the help and support they need

Other people: by preventing it happening to someone else

The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Promote appropriate sexual behaviours

As well as focusing on what's inappropriate, help pupils to understand what good and healthy sexual behaviour means.

Your RSE/RHE curriculum will cover important areas such as:

Consent

What respectful behaviour looks like

Body confidence and self-esteem

Healthy relationships

The DfE's statutory RSE guidance outlines how your curriculum should now cover these issues through your relationships and sex education (RSE) or relationships and health education (RHE) provision.

Show you're prepared to act, no matter how small the incident

Calling out behaviour as it happens will help all pupils understand what is and isn't OK

Calling out behaviour as it happens will help all pupils understand what is and isn't OK. Share our self-assessment tool with staff to help boost their confidence in calling out this behaviour.

If the incident is very 'low level' – for example, a pupil making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the pupil to apologise to the victim on the spot.

Use it as an opportunity to encourage a class discussion about appropriate and inappropriate language – use our curriculum audit to help you keep lessons gender-inclusive.

If they apologise, make sure staff keep an eye out for any recurrence from that particular pupil.

If they refuse, escalate the incident to a more serious sanction.

Get parents involved immediately

Don't just file an incident away, no matter how 'low-level' – let parents know what their child has said or done, and that you'd like them to talk about it as a family. This will help you:

Get the parents on board in condemning the behaviour

Start an important conversation between the pupil and their parents about acceptable and unacceptable sexual behaviour

Work towards a solution together

This can just be a quick phone call, but it's important that it happens immediately and every time staff have concerns about their child's behaviour.

Offer support to the alleged perpetrator(s)

Gently but firmly condemn the behaviour, not the pupil

Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse.

Offer them a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate.

Gently but firmly condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experiences.

Have a plan in place to help them modify their behaviour – this may involve counselling or clinical care.

KCSIE 2021 contains more information about how to support the alleged perpetrator(s) – see paragraph 464.

Consider outreach programmes for groups of offenders

In some circumstances, you may feel it's appropriate for a group of pupils who have committed similar offences to engage in an outreach programme where they can hear first-hand about the impact of behaviour such as theirs.

The Lucy Faithfull Foundation's Inform Young People programme offers training and support for young people in trouble with the police or their school for inappropriate online behaviour, including sexting. It can be free of charge in certain situations – contact the organisation to find out more.

For more serious offences, consider arranging for the perpetrator to meet with survivors of sexual abuse who feel comfortable talking about their experience. Get in touch with your nearest rape crisis centre to see if it offers such an outreach programme.

