




Beverley Minster Primary School

Behaviour Policy

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Name of Responsible Committee/Individual:	Local Governing Board
Implementation Date:	Summer, 2026
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Target Audience:	Parents, carers and staff
<p>Related Documents:</p> <p>All Trust policies and procedures referred to are located on the trust website, www.theeducationalliance.org.uk.</p> <p>If English is not your first language, and you require assistance/translation, please contact the HR Department.</p> <p>This policy has been equality impact assessed.</p>	<ul style="list-style-type: none"> - Safeguarding Policy - Trust' Suspensions and Exclusions Policy - SEND Policy - Equality Policy - Health & Safety Policy - Complaints Policy - Transgender guidance - Restrictive Intervention Policy 

Be Your Best at Beverley Minster

'encourage one another and build each other up,' 1 Thessalonians 5 Verse 11

Our distinctive Christian ethos promotes a safe, happy, healthy and nurturing environment. We strive for excellence to develop the potential of all. We empower children with the confidence to become life-long learners and to play a positive role in their community.

At Beverley Minster Primary School, we want all pupils to make the best possible progress and develop positive attitudes to their learning. The following policy outlines the key expectations the teachers and the children at Beverley Minster CE Primary School should have to achieve high standards of work, respectful relationships and presentation.

At Beverley Minster CE Primary School, we expect a shared and consistent approach that is understood and for there to be clear ownership of the standard of learning and teaching that takes place within the school. We place friendship at the heart of our school and aim to ensure that all members of our learning community show the highest levels of care and concern towards each other and for the world around us. By encouraging high standards of behaviour through a positive approach that builds self-esteem and self-discipline, we seek to support our children as they learn to care for and respect both themselves and others.

This policy has been developed in consultation with pupils, staff, parents and Governors of the school and should be read alongside the school's anti bullying policy and anti racist policy.

Our Aims

- To foster a happy, positive and caring environment which develops self-esteem and self-respect and respect for others
- To provide a caring culture where children feel safe and confident
- To prevent bullying
- To enable the school to function effectively as a learning and teaching community
- To equip our children with good behaviour tools for adulthood
- To work with parents/carers to give the children stability for learning

Our Behaviour Outline

Our emphasis is on promoting the positive rather than highlighting the negative. All members of the school community are unique and special. Children will be encouraged to celebrate each other's successes and to support each other in failure. This philosophy is designed to continually promote self-respect and build self-esteem.

Our philosophy can be summed up simply – **THE MINSTER WAY**. Our core Christian values are embedded within

Respect

Friendship

Perseverance

Head Teacher

The Head Teacher will take responsibility for implementing measures to secure acceptable standards of behaviour. Together with governors, the Head Teacher will ensure the implementation of the school's behaviour policy is aligned with the school's legal duties and standards relating to the welfare of children. The Head Teacher will:

- *Promote, among pupils, self-discipline and proper regard for authority;*
- *Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);*
- *Ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and*
- *Otherwise regulate the conduct of pupils.*
- *Ensure staff induction includes training on the school's behaviour management policy and there are regular reminders for staff throughout the year.*

Staff

Staff will be trained to ensure they collectively uphold the schools' behaviour policy at all times and in responding to behaviour consistently and fairly. All staff are trained to keep a safe environment in which pupils can learn. Staff should model the behaviours they expect from pupils as detailed in the school behaviour policy. There is an emphasis on prevention of misbehaviour and putting support in place at the appropriate time.

1. Positively promote socially acceptable behaviour

Staff will;

- be conscious that they must lead by example at all times
- discuss the behaviour and not the child – e.g. 'That behaviour is rude and is not acceptable.' rather than 'You are a rude child.'
- Give positive recognition of good behaviour and prompt praise for all children, including those who are generally polite

2. Provide a safe, calm and caring school environment

Staff will:

- Communicate respect and care to all pupils, even on disciplining occasions (Staff are made aware of the regulations regarding the use of force by teachers as set out in the DFES Circular 10/98. Staff only intervene physically to restrain children or to prevent injury and these interventions are in line with government guidelines.)
- Ensure all pupils are aware of the channels of communication
- Model best practice and realise they are a role model for the children
- Aim to provide interesting, well planned enthusiastic teaching
- Adapt teaching approaches to support the needs of all pupils

3. Ensure consistency and fairness and set high expectations of behaviour

Staff will;

- ensure each child is seen as an individual
- make the rules and consequences clear
- apply the rules consistently and make children certain of consequences of their actions, rather than the severity of the consequences
- not discriminate against any child regardless of background, ability, protected characteristics, or need
- notify the Head teacher of any behaviour concerns

4. Enable pupils to develop social skills and the ability to make responsible moral choices

Staff will;

- involve pupils themselves in developing the school rules and ethos e.g. assembly, school council and class circle times
- allow regular time for reflection in PSHCE activities
- create a shared understanding of core rights and responsibilities
- give children the opportunity to make 'the right choice'.
- give children the opportunity to make amends

Pupils

Pupils should be taught explicitly what good behaviour looks like. Some pupils need additional support to reach the expected standard of behaviour. Where possible, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring.

SEND

Where pupils are identified as having Special Education Needs (SEN), the school will consider whether the pupil understood their misbehaviour and whether it is appropriate to impose a sanction. Where sanctions are imposed, the school will consider what support to offer following the sanction. Pupils whose behaviour is significantly concerning staff

will have a Behaviour Support Plan drawn up, which will be shared with staff, parents and the pupil. If appropriate the SEN co-ordinator will involve the Behaviour Support Service.

Additional support for SEND pupils may include some or all of the following:

- Behaviour support plan
- Additional adult support
- Individual routines and support to adhere to those routines such as a visual timetable, emotion cards or social groups
- An individual reward programme with e.g. rewards for smaller steps (linked to the overall behaviour policy)
- Implementation of advice from the Local Authority Behaviour Support Team

THE MINSTER WAY

All members of the school community will set high standards and expectations for the children's behaviour and work. The use of: positive language; praise; respect; understanding and celebration of good behaviour, underpins our philosophy vision and values. **THE MINSTER WAY** is clear and supports our expectations for children's learning in every aspect of their school life. It celebrates what children should aspire to be and not 'what not to do'. **THE MINSTER WAY** is to:

- **Be Your Best at Beverley Minster**
- **"Encourage One Another and Build Each Other Up" (1 Thessalonians 5:11)**

By following these rules, our children will be achieving **THE MINSTER WAY** and supporting our core values of:

Respect

Friendship

Perseverance

Rewards

Positive and nurturing rules, supported by an appropriate system of rewards and sanctions will be used to support a pastoral care system which makes **THE MINSTER WAY** clear to all children. The emphasis for encouraging good choices should be on reward rather than sanction. Children should also understand clearly that the behaviour choices they make have rewards when supporting **THE MINSTER WAY**.

- see Appendix i for Recognising Excellence and Effort

Poor Choices and Sanctions

Poor choices will not be allowed to disrupt another's learning. In response to unacceptable behaviour, the nature of the behaviour will be made clear to the child and in most cases, dealt with immediately by the adult present (referring a child upwards for low level disruption can undermine the teacher's authority and escalate issues unnecessarily).

- see Appendix ii for Sanctions.

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school. *see Behaviour in Schools Guidance (DfE, 2022)

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation

techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm * see appendix iii for suggested script.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

Extreme Negative Behaviour

Fighting – including Play-Fighting, will NOT be tolerated. Parents/carers will be informed if their child is involved in a fight, or on more than one occasion if it is a play-fight. We teach children to not hit back and to seek support from an adult if they feel threatened. Other examples of more serious behavioural concerns are as follows:

- Violent behaviour
- Use of abusive, threatening or foul language
- Deliberate damage to equipment or the fabric of the school building
- Theft
- Recurring disputes which take a long time to resolve

In such scenarios, if a meeting between the pupil; parent; behaviour lead and a member of the SLT cannot reach an agreed way forward then the Head will be informed.

Restorative Practice:

Following a sanction, where appropriate, there should (where possible) be a discussion with the child regarding their behaviour/misbehaviour. This ensures the child knows what they have done wrong and how they can improve or change their behaviour. It also encourages self-regulation and empathy, understanding that their behaviours have consequences and can affect others. A targeted discussion with the pupil should therefore include explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate. The targeted approach may also include:

- a phone call with parents;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

Our Lunch Times

Pupils are expected to behave as well at lunch time as they do during the rest of the school day by obeying all instructions given by the Midday Supervisors and adhering to **THE MINSTER WAY.**

Rewarding good behaviour at lunchtime

The Midday Supervisors give out raffle tickets for good behaviour at lunchtime which are then named and placed into a weekly draw for a small prize. All raffle tickets are saved for one year at the end of which a draw takes place for a larger prize – eg. a gift token or book voucher.

Forgiveness

It is important that we ensure this policy is adhered to, but also that each lesson or session the child must understand is a fresh start. It is imperative that an apology be accepted and a clear 'wiping of the slate' is made, with children reminded that it was the behaviour that was unacceptable, and the child is forgiven. At all times, our Christian values will be used as a teaching tool, and as such our simple behaviour rules embody our core values of Respect, Friendship and Perseverance.

Poor choices

Incidents at lunchtime will be dealt with via a graduated approach:

Step 1 The Midday Supervisor will deal with the situation in the first instance with a verbal warning

Step 2 If persistent continuation of not following instructions or escalation of incident; this will result in a time out sanction. Class Teacher will be informed, who will log the incident on CPOMS. Child will miss time equivalent to a break time (15 minutes) of their lunchtime.

Step 3 Should this continue or behaviour becomes more serious/extreme, Midday Supervisor and/or teacher to inform the Deputy Head Teacher or Head Teacher.

Working with parents

The Home School Agreement forms the partnership with parents. All parents have a copy of the behaviour policy in the prospectus. We will always try to work with parents to ensure that pupils behave well both at school and at home. If any pupil lets his or her standards of behaviour fall, we will inform parents and invite them into school to discuss any problems. It may be that sanctions outside school may help to reinforce strategies being used at school. Similarly, if a child's behaviour is particularly good, or improves significantly, contact will be made with parents to inform them of this.

EYFS

The children of EYFS (Reception) would not be ready to use all of the parts of this behaviour system however it is important to introduce them to the expectations for good behaviour and **THE MINSTER WAY**. The children would receive regular reward through stickers, prizes and certificates as well as immediate praise.

In the case of sanctions, EYFS discussions are often more immediate and 'in the moment' therefore it is usually more appropriate to

- 1) Give a verbal warning then
- 2) Ask the child to choose a different activity
- 3) Give the child a 'time out' for no longer than 5 minutes

Behaviour in EYFS will also be looked at on a case-by-case basis. If appropriate, individual behaviour support (and accompanying behaviour support plans) may be used.

Staff would inform parents where appropriate.

Health and safety /restrictive intervention

Health and Safety awareness is an integral part of school life. All staff are aware of the risk assessment files in the school office and will pay due care and attention to this when planning activities. When working with tools, equipment and materials in practical activities, and in different environments (including those which are unfamiliar), pupils should be taught at an appropriate level;

- About hazards involved and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks.

The potential risks of pupils with significantly concerning behaviour will be addressed as teachers plan activities and staffing ratios.

The health and safety of all pupils and staff is of paramount importance. Any behaviour which puts this at significant risk will result in suspension from school. Key staff are trained on the use of positive handling/restrictive intervention techniques and will use these under the guidance of the 'restrictive intervention' policy.

In serious circumstances, removal from the classroom or learning environment may be used. When this occurs, the Head Teacher will be informed and a written record made of the circumstances. Parents will then be informed. The pupil will be removed to a safe place that is supervised by an appropriate adult. The pupil will be re-integrated into the classroom where possible and at a time that would ensure they do not further disrupt their own or others education or safety.

Banned Items

Weapons such as knives

Alcohol

Tobacco

Cigarette papers or

Fireworks

Items for which a search can be made

Weapons such as knives
Stolen property
Alcohol
Tobacco
Cigarette papers or
Fireworks

Monitoring and review

Staff record incidents and the effectiveness of the policy can be monitored in this way. The Headteacher monitors the effectiveness of the policy on a regular basis and also reports to the Governing Body. The Governing Body is responsible for monitoring the rate of exclusions.

The policy will be reviewed regularly, within the cycle of policy reviews or in the light of changes to practice. Any amendments will be presented to the whole staff and approved by the Governing Body

Appendix i Recognising excellence and effort

Appendix ii Sanctions

Appendix iii Inappropriate behaviour suggested script

Appendix iv Restorative Questioning – a tool for helping the conversation following/during sanction

Appendix v Appendix vi Details regarding Sexual Violence and Sexual Harassment

Appendix vi Suspensions and permanent exclusions

Appendix vii Behaviour outside of school premises

Appendix viii Managed Moves

Appendix i

Recognising Excellence and Effort

Overall the school operates a system for rewarding and recognising excellence and effort. Children throughout the school earn team points for good behaviour and good choices.

Each team will have a team points chart in their classroom and a running total will be kept each week. The team points from every class will be added up (by the team point monitors) each week and a running total kept in the hall. The winning team each week will be announced in assembly and will have priority when using the play equipment on the following Monday.

The winning team each half term will earn an extra play time for the whole team supervised by SLT.

Head Teacher Award Stickers

A child that has performed particularly well in any area of learning or behaviour can be referred to the Head Teacher. The child will receive a Head Teacher Award Sticker for their outstanding work or behaviour and for **'Being Their Best'** or for **'Encouraging One Another and Building Each Other Up'** on that day.

Weekly Certificate

This certificate will be awarded on a weekly basis to the children, who have demonstrated they are:

Being Their Best and/or

'Encouraging One Another and Building Each Other Up'

This can be demonstrated at any time of the week and in any subject or playtime.

Head Teacher Award Certificate

This will be awarded at the end of each term to the children who have stood out in their class for excelling in our termly values:

Autumn: **Respect**

Spring: **Friendship**

Summer: **Perseverance**

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Positive Acknowledgement

Positive behaviour acknowledgment is available to each class and Key Stage group dependent upon the Class Teacher's and SLT's discretion (e.g. stickers).

Examples of 'good behaviour'

playing fair
showing respect for others ideas and beliefs
saying please and thank you
working hard
not giving up easily
holding the door for others
taking turns
working as a team
playing with friends
including others in games
smiling
thinking of others
sharing
doing as we are told or asked
listening to others
walking on paths
walking inside buildings
being on time
following instructions

letting others go first
fair play
clearing up our own mess
cheering others up
thinking for yourself
letting people join in
saying sorry
anticipating the needs of others
making good use of time
learning
making people happy
giving
following rules
standing up for what is right
joining in
getting on
being honest
owning up straight away/acknowledging our mistakes

Appendix ii

Sanctions

Sanctions should be applied when the children are not following **THE MINSTER WAY** and in particular, when their behaviour threatens:

- **The safety of others or themselves.**
- **The learning of others or themselves.**
- **The wellbeing of others.**
- **The resources and fabric of the school.**

The language of **choice** should be used and encourage self-efficacy *see **appendix iii** for suggested script. Children should learn to support and respect themselves and others whilst protecting the calm and purposeful ethos of the school.

Poor choices

Incidents will be dealt with via a graduated approach although staff can bypass steps in order to provide the most appropriate and reasonable sanction.

Step 1 The staff member will deal with the situation in the first instance with a verbal warning and reminder of the expectations of behaviour (using the **language of choice**).

Step 2 If the pupil chooses not to address their own behaviour, the staff member will remind the pupil of their choice and issue a sanction that will result in a time-out.

This would be e.g.

Working away from their peers (in class).

Working in a different classroom.

Missing a playtime.

Missing 15 minutes of a class reward such as Golden Time.

Completing work at playtime or lunchtime.

Being given a task such as tidying the classroom during playtime.

This incident would then be logged on CPOMS as 'time-out sanction' and the information regarding the incident would be passed to the child's parent either by a telephone call, conversation at the end of the day or email. **This sanction would be used a maximum of twice before being referred to Step 3.**

Step 3 Should this continue or behaviour becomes more serious/extreme, the staff member should then inform the SLT. Should this step be necessary, the child will be spoken to by the SLT and an appropriate sanction be issued by them. This could include:

Working in the DHT/HT's office.

Missing further playtimes.

Eating lunch away from their peers.

Writing an account of their behaviour and how they will address it.

Loss of privileges such as a prized responsibility or e.g. playing football.

This will also result in a conversation with the child's parent and member of SLT. It will be logged on CPOMS as SLT Sanction.

Further extreme behaviour or more serious incidents may result in support from outside agencies, a suspension or permanent exclusion *see **appendix vi**

Examples of behaviour that may require step 1 or step 2 **this is not an exhaustive list and will be interpreted appropriately by staff. For example, swearing is the use of words that are not appropriate to use in school however families may have a different interpretation of what regards as swearing:*

'Bad behaviour' is treating others badly, making life uncomfortable or dangerous for them. It is also not getting on with work or preventing others from getting on with their work. The following words and phrases can therefore describe 'bad behaviour':

pushing
splashing
poking
damaging the gardens
being rude
breaking things on purpose
swearing
picking on people
being nasty
name-calling
threatening
being offensive
running inside buildings
not listening
cheating
snatching
being untruthful

playing dangerously
being cheeky
answering back
lying
throwing things at people
disobeying
being ignorant
talking over someone
interrupting someone's conversation
being noisy in quiet areas
arguing with the teacher
nipping
avoiding our responsibilities
leaving people out
flicking
spreading gossip
being mean

Examples of behaviour that may bypass Step 1 and 2 or potentially lead to suspension:

discrimination
sexual harassment
sexual violence
stealing
slapping
fighting
hurting
biting
kicking

punching
spitting
bullying
jumping on people
hitting
smashing things
whipping
graffiti

Appendix iii

Inappropriate Behaviour Suggested Script

- 1) Take the child aside privately and calmly, speak to them at or lower than eye level. Adult should always display calm body language and tone of voice that shows calm and in control.
- 2) Use common school language of CHOICE and remind of THE MINSTER WAY, e.g. 'I've noticed that...' (e.g. I've noticed that you've had a problem starting this morning and you know our rule about always being your best. I need you to CHOOSE to try your best.)
- 3) Give the child the chance to follow the expectation, and reassure with positive examples of super learning seen by that same child. Time here is essential. Do not expect them to immediately jump into the behaviour you are expecting.
- 4) If behaviour is not improving following positive reinforcement and time left alone then it is time to clarify the rule again and this time follow with a sanction (e.g. I want you to CHOOSE to be your best. Would you like to try your best or to speak to me at break time?) If the negative behaviour continues, the reinforcement must be consistent and calm e.g. I see you have CHOSEN to not be your best so I will see you at playtime.
- 5) Adult always avoid confrontation, and if a child protests with the sanction we repeat with further reference to positive example and move away. Do you remember yesterday when you did that amazing writing in English? It was so good. That is the behaviour I want to see now. That's the behaviour I want from you. Do you want to show your best or do you need to work away from your friends? – You CHOOSE. If the negative behaviour continues then the reinforcement must be consistent and calm e.g. I see you have CHOSEN to not be your best so you will now need to move (to another space in the room or another classroom as appropriate).
- 6) Adults will always follow through with the sanction administered. This opportunity to discuss reasons for behaviour, reaffirm positive behaviours and then restart for the next lesson is crucial. The sanction has been completed; the next lesson is a new start.

Appendix iv

Restorative Questioning – a tool for helping the conversation following/during sanction

1) What happened? This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage the objective is for the pupil to feel understood and heard. Listen (use facial gestures and body language, and small words eg. 'yes', 'okay', 'I see', 'um'... to demonstrate active listening) Ask questions if necessary. Check if you understand properly (do you mean...?) If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected. If what the pupil is saying isn't an accurate reflection of the truth ask inquisitive questions and check understanding: 'Are you saying that this happened?' If appropriate, children will need to take it in turns to listen to each other's version of events without interrupting each other – ensure the children understand that we will listen to and respect each other's point of view.

2) How were you feeling? What did you need? Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it. Suggest feelings and needs if necessary. Respond with empathetic body language and facial expressions.

3) What happened after your behaviour? The objective at this stage is to identify the natural consequence of the behaviour. This stage is fundamental for children to start to assess whether this behaviour is working for them but it is often lost once punishments and getting told off take place because they are distracted by a fight or flight response or resentment.

4) Who else was involved? What do you think were their feelings and needs? The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in stage one will directly impact how well the pupil will be able to empathise with others now.

5) Who else was affected by this behaviour who was not directly involved in the incident? What do you think their feelings and needs are? This question is about understanding how the behaviour affects people not directly involved with the incident, for example the rest of the class, the teaching staff, the rest of the school, the head teacher and parents. Often the pupil won't have considered how their behaviour has impacted people outside of the incident.

6) What have you learnt and what will you do differently next time? This is an opportunity to work with the pupil to find strategies moving forwards for them to meet their needs in a way that will also be respectful of other people needs. If there doesn't seem to be an easy solution, for example they are bored in maths and they have rejected all ideas about how they could make it more fun for themselves, revert back to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another

7) How can you repair the damage? This step is often missed with 'Punitive Justice' where a pupil might have to do a sanction but won't necessarily repair the damage. Giving the responsibility to the pupil to correct their behaviour is arguable far more effective than a punishment for many reasons. The process of apologising to the class, replacing broken equipment, repairing a ripped piece of work etc. deters them from doing it again without the need for a punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment. At this stage the objective is for the pupil to feel understood and heard

Appendix v

Child on Child/Peer on Peer Sexual Violence and Sexual Harassment (Further definitions and guidance are detailed in 'Keeping Children Safe in Education Part 5'.

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part five of this guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'. (From KCSIE 2025)

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. (From KCSIE 2025)

What is sexual violence?

This term refers to the following:

- Rape
- Assault by Penetration
- Sexual Assault
- Causing someone to engage in sexual activity without consent

What is consent?

Consent is about having the freedom and capacity to choose.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

What is Sexual harassment (From KCSIE 2025)

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.

Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.

displaying pictures, photos or drawings of a sexual nature

upskirting (this is a criminal offence),

and • online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Taking and sharing nude photographs of U18s is a criminal offence.
- sharing of unwanted explicit content
- sexualised online bullying or unwanted sexual comments and messages, including, on social media

- sexual exploitation; coercion and threats, and o coercing others into sharing images of themselves or performing acts they're not comfortable with online.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Procedures for dealing with sexual violence

Protecting all the children involved (Taken from NSPCC Guidance)

- You should balance the duty to safeguard the child who has experienced abuse with the need to support the child who has displayed harmful sexual behaviour.
- Children who witnessed the abuse or are friends of those involved may also be affected and need support.
- Each incident of or concern about peer-on-peer abuse will be different: we will gather all the facts, assess any risks and make decisions on a case-by-case basis. This will help us understand who needs to be involved to make sure all children are appropriately protected and supported.

Taking action following a disclosure:

- Reassure all victims that they are being taken seriously and that they will be supported and kept safe. (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. The DSL or DDSLs will decide the school's initial response, taking into consideration:
 - The victim's wishes.
 - The nature of the incident.
 - The ages and developmental stages of the children involved.
 - Any power imbalance between the children.
 - Whether the incident is a one-off or part of a pattern. • Any ongoing risks. • Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
 - The best interests of the child.
- **That sexual violence and sexual harassment are always unacceptable and will not be tolerated.**

(Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.)

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim.

The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable.

These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately. In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.)

Graded Response

*In all cases, it is extremely likely that involving parents will be necessary.

Each case will be dealt with on an individual basis and responded to using a graded response. **All incidents will be recorded and where appropriate, details will be shared with the Local Authority Safeguarding Hub and police.**

Depending on the severity, it would be necessary to choose from:

- Education
- Sanction related to the school's behaviour policy
- Suspension
- Exclusion

In all cases, it will be necessary to consider the appropriateness of referral to the safeguarding Hub and referral to the police.

Appendix vi

Suspensions and permanent exclusions

Suspensions and Exclusions will follow the Trust' Suspensions and Exclusions Policy.

Appendix vii

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

The school's response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school will be dealt with on a case by case basis.

An investigation will be conducted and will (where appropriate) include conversations with parents, transport, police and other witnesses. The school will work with parents as far as reasonably practicable to provide support to the children in response to an incident outside of the school premises. This would take the form of using 'in-school' sanctions if appropriate however it is most likely to take the form of supportive conversations, restorative practice and/or monitoring of further incidents. This could also be working in partnership with the parents to collaborate on rewards and sanctions that can be mirrored at home and involve regular dialogue between school and parents.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Appendix viii

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the DfE Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.