



THE ACADEMY OF  
**ST NICHOLAS**

# Behaviour Policy

A Restorative Practice Academy

<b>Review Period</b>	Annually
<b>Person Responsible for Policy</b>	Headteacher
<b>Governing Committee</b>	LAC
<b>Date of Governor Approval</b>	September 2024
<b>Date for Review</b>	September 2025
<b>Amended</b>	February 2025

# The Academy of St. Nicholas' Behaviour Policy

The Academy of St Nicholas is a Restorative Practice Academy and at its core concentrates on building positive relationships within the community. The behaviour policy is centered around our Academy Vision of creating a community where everyone can 'Flourish and Thrive.' The guiding principle that underpins The Academy of St Nicholas' approach to student behaviour is that appropriate attitudes for learning are built on these positive relationships amongst all members of our Academy community. The quality of relationships at the Academy is vital in order to create a purposeful learning culture.

Students are asked to take responsibility for their own behaviour and the choices that they make. Students are expected to manage their own behaviour and they are asked to enact our core values of: Respect, Ambition, Resilience and Compassion in all that they do. Students have a responsibility to model positive behaviour for others in the Academy community and beyond. We believe the moment our students are wearing their Academy uniform they are representing our values, standards and expectations wherever they are; even in the wider community outside of school hours.

We believe passionately in the power of praise and recognition as a key tool to motivate and encourage a growth mind-set. We use Arbor as the driving force to record, monitor and inform students, staff and parents of positive practice in the Academy. Restorative approaches are implemented to build relationships, used to moderate and to raise awareness of acceptable behaviours which will enable everyone to learn and thrive.

As a Christian Academy each child is treated and valued as a unique individual with their own specific needs and talents. However, we believe that we should work together for the good of all in the light of Jesus Christ.

Multi-agency referrals and assessments are commissioned to identify and meet the needs of students who display persistent, disruptive behaviour; Academy moves, managed move referrals and Permanent Move provision are utilised as appropriate (in accordance with Local Authority guidance).

The aim of the Academy Behaviour Policy is that learning is the forefront in all aspects of Academy life. All members of our community will be rewarded for their positive contribution to Academy life. As a community, we will thrive and flourish and that relies on every student following high standards and expectations.

- Our approach is fostered in classrooms and around the Academy by promoting our ethos of a calm and purposeful environment;
- When inappropriate student behaviour is displayed, sanctions and restorative practices are used effectively.
- Staff are supported and systems are in place enabling a consistent, fair and transparent process to be applied.
- There is a proactive approach of sharing information, between staff to ensure that all are fully aware of any barriers to learning for students;
- Internal and external expertise are sought allowing for a co-ordinated approach to be initiated and a key avenue of support are identified for students and staff where necessary.

This policy should be read in conjunction with the Academy's other policies.

Refer to guidance documentation at <http://www.education.gov.uk/schools/pupilsupport/behaviour/>

## **\*Definition of Parents – DFE Advice on School Attendance**

A parent means:

- All natural parents, whether they are married or not;
- Any person who has parental responsibility for a child or young person; and,
- Any person who has care of a child or young person i.e. lives with and looks after the child.

## **A. Roles, Rights and Responsibilities**

The Academy of St Nicholas is a restorative school and believes that all members of our community have a role to play in ensuring relationships are positive and Student Behaviour meets the high standards and expectations that are set. ~~All members of our community are expected to demonstrate their **Personal Best and accept No Excuses.**~~

### **The Local Governing Body will:**

- establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of positive behaviour and keep it under review;
- ensure that the policy is communicated to pupils and parents/carers, is non- discriminatory and the expectations are clear;
- Governors will support the Academy in maintaining high standards of behaviour of pupils and staff.

### **The Headteacher and Senior Staff will:**

- ensure the whole school community is consulted about the principles of the Academy's Behaviour policy;
- work with all members of the school community to ensure high standards of behaviour at all times;
- work with all members of the school community to tackle abuse against a student (child on child abuse), including issues of sexual violence and harassment;
- be responsible for the communication, implementation and day-to-day management of the policy, guidelines and procedures;
- make clear the school's statutory power to discipline pupils;
- expect pupils' and parents' cooperation in promoting an outstanding climate for learning;
- co-operate and agree appropriate protocols that are in the best interests of the Academy involving requirements of external bodies where appropriate including fair access panel and in year transfer allocations.
- expect pupils to respect the rights of other pupils and adults in the school;
- ensure the Academy's Behaviour policy does not discriminate against any pupil on, grounds of race, disability, sexual orientation or gender assignment and that it promotes good relations between different communities;
- not tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not behave himself/herself properly, the Academy may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution;
- take firm action against pupils who harass or denigrate teachers or other school staff on or off premises;
- engaging external support services, including the police, as appropriate;
- ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on restorative practice;
- support, praise and, as appropriate, reward students for their positive behaviour;
- apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND and the needs of vulnerable children, and offering support as appropriate;
- take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing
- all forms of bullying and dealing effectively with reports and complaints about bullying including cyber bullying;
- ensure staff model positive behaviour and never denigrate pupils or colleagues;
- promote positive behaviour through active development of students' social, intellectual, emotional and behavioural skills;
- keep parents/carers informed of their child's behaviour, using appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- Work with other agencies to promote community cohesion and safety.
- make alternative provision from day six for fixed-period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion;

**All Staff in the Academy will:**

- behave in a restorative manner in towards all members of the Academy
- be able to contribute to the development of the Academy's Behaviour policy
- report abuse against a student (child on child abuse), including issues of sexual violence and harassment;
- ensure that teaching and learning is engaging, challenging, and meets the needs of students;
- ensure that all pupils receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials;
- be responsible for ensuring that the policy and associated guidelines and procedures are followed and consistently and fairly applied;
- Challenge inappropriate/unacceptable behaviour and take ownership of the restorative process to resolve issues in the classroom
- Inform Form Tutors/Heads of Department/Heads of Year and Senior Staff accordingly, using appropriate reporting procedures
- have the responsibility, both in the classroom and around the school, for maintaining the high quality Learning environment which encourages positive behaviour;
- support, praise and, as appropriate, reward every student's positive behaviour including using agreed school procedures regularly and consistently;
- apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND and the needs of vulnerable children, and offering support as appropriate;
- work closely with parents/carers to maintain high standards of behaviour;
- ensure that lessons start and end on time;
- ensure that students are emotionally and physically safe in school;
- make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable;
- be an outstanding role model in the Academy;
- ensure that the concerns of students are listened to, and appropriately addressed;
- keep parents/carers informed of their child's behaviour, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- contribute ideas and recommendations to senior leadership on the effectiveness of the policy and procedures.

**Students will engage with and understand the importance of demonstrating respect, ambition, resilience and compassion and:**





- engaging with all aspects of the Academy in an acceptable manner;
- being made fully aware of the Academy's policy, procedure and expectations;
- taking responsibility for their own behaviour;
- monitoring their own attitude to learning through their personal Class Charts account
- following reasonable instructions by school staff, obeying school expectations and accept sanctions in an appropriate way;
- being kind to others and ensuring they do not abuse their peers in anyway, including issues of sexual violence and harassment;
- attending school, being punctual, wearing full school uniform, being organised and having the appropriate equipment for lessons;
- having ambition and demonstrating resilience by trying their best at all times, taking pride in their work, valuing education and developing a love for learning;
- being taught in environments that are safe, conducive to learning and free from disruption;
- taking responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour;
- showing respect, compassion, care and consideration to others;
- listening when teachers and others are talking;
- following the school's expectations and procedures;
- engaging proactively in Restorative Practice
- acting as positive ambassadors for the school when off school premises;

- accepting appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- not bring inappropriate or unlawful items to school;
- showing respect to school staff, fellow pupils, school property and the school environment;
- never harming or bullying members of our Academy community;

**Parents/Carers will:**

- be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside of the Academy;
- be able to contribute to the development of the Academy’s behaviour policy;
- ensure their child understands that it is not acceptable to abuse their peers in anyway, including issues of sexual violence and harassment;
- respect the Academy’s policy and the disciplinary authority of school staff;
- ensure that their child attends school (with a minimum expectation of 97%) and arrives on time;
- be kept informed about their child’s progress, including issues relating to their behaviour;
- ensure that their child wears full school uniform and has the correct equipment;
- expect their child to be safe, secure and respected in school;
- contact the school if their child is absent (each day) or late;
- help ensure that their child follows all instructions by school staff and adheres to Academy standards and expectations;
- engage with Restorative Practice to cultivate positive home-Academy relationships
- support the Academy if sanctions are applied to their child for inappropriate or unacceptable behaviour;
- ensure Academy staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm;
- have any issue raised about their child being bullied taken seriously by the Academy and investigated
- as part of the Academy’s restorative processes;
- be prepared to attend meetings and work with the Academy, if requested, to discuss and support their child’s behaviour;
- adhere to the terms of Home-Academy Agreement relating to their child’s behaviour.

**B**

<b>PERSONAL BEST</b> 5 points	 <b>RESPECT</b> 1 point	 <b>AMBITION</b> 1 point	 <b>RESILIENCE</b> 2 points	 <b>COMPASSION</b> 1 point
Arrives to form and lessons fully equipped & on time  Starts work immediately  Follows all instructions  Takes pride in their books and work  Works to the best of their ability at all times  Contributes to class discussion & debate  Responds to feedback to improve work – always wants to do better  Is respectful of the teacher, others and the environment at all times  Displays exemplary behaviour.	Displays good manners at all times  Conducts themselves in a calm and sensible manner  Helps to keep the school building clean and tidy  Displays tolerance of others with different points of view and beliefs  Can follow the rules of Focus inside and outside of the classroom without direction  Believes everyone has an equal right to our care, time and attention reflected by God’s love.	Arrives to form and lessons on time  Completes all work with care and attention to detail  Is committed to following their pathway in order to stretch themselves and reach their full potential  Always strives to do better  Learns from mistakes – can reflect when things have not gone the right way  Sets goals and high standards for personal achievement and aspires to achieve them.	Attempts things even when they seem difficult  Tries again when not successful  Has a ‘can do’ attitude to learning.  Can manage his/her behaviour in situations that are difficult  Is eager to receive feedback from teachers to improve  Always responds to feedback to the best of their ability and in green pen.	Treats all members of the school community with kindness  Has a duty of care to him/herself and others  Helps others when needed  Is an ambassador for the core values of the academy.




**Sanctions**

Sanctions will be applied by the classroom teachers should standards and expectations fall short of what is required of our students at the Academy. Students attending the sanction in the form of a detention will also provide students and staff with the opportunity to repair and rebuild the situation. At the Academy, we operate a **CONSEQUENCE** sanctions system which is outlined below.



### Consequence 1

C1  LOW LEVEL DISRUPTION  VERBAL WARNING	<i>Consequence</i>	<i>Action</i>
	<ul style="list-style-type: none"> <li>• Chatting in class</li> <li>• Off task behaviour</li> <li>• Chewing</li> <li>• Lack of work</li> <li>• Equipment</li> <li>• No planner</li> <li>• Uniform infringements</li> <li>• Foul language <small>(between students not directed at staff)</small></li> <li>• Out of seat</li> <li>• Misuse of property</li> <li>• Shouting out in class</li> <li>• Arriving late <small>(with no genuine reason)</small></li> </ul>	<ul style="list-style-type: none"> <li>• A verbal warning</li> </ul>

### Consequence 2

C2  LOW LEVEL DISRUPTION  2 <sup>ND</sup> VERBAL WARNING	<i>Consequence</i>	<i>Action</i>
	<ul style="list-style-type: none"> <li>• Chatting in class</li> <li>• Off task behaviour</li> <li>• Chewing</li> <li>• Lack of work</li> <li>• Equipment</li> <li>• No planner</li> <li>• Uniform infringements</li> <li>• Foul language <small>(between students not directed at staff)</small></li> <li>• Out of seat</li> <li>• Misuse of property</li> <li>• Shouting out in class</li> <li>• Arriving late <small>(with no genuine reason)</small></li> </ul>	<ul style="list-style-type: none"> <li>• A verbal warning</li> <li>• Next step is a C3</li> <li>• Recorded on Arbor</li> </ul> <div style="text-align: center;">  </div>

### Consequence 3

C3  PERSISTENT LOW LEVEL DISRUPTION Or Homework  15 / 30 MIN DETENTION	<i>Consequence</i>	<i>Guidance</i>
	<ul style="list-style-type: none"> <li>• Failure to respond to a C2</li> <li>• Failure to submit homework <small>(without a genuine reason)</small></li> </ul>	<ul style="list-style-type: none"> <li>• A 15 minute detention</li> <li>• On the <u>same</u> day</li> <li>• With the class teacher</li> <li>• Recorded on Arbor</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• <b>If the student does not attend the 15 min detention, this then escalates to a 30 min HOD detention the following day.</b></li> <li>• Recorded on Arbor</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• Classroom teachers attend the HOD detention for a <b>repair &amp; rebuild</b> conversation.</li> </ul>

### Consequence 4

C4  HIGH LEVEL DISRUPTION DEFIANCE  60 MIN DETENTION	<i>Consequence</i>	<i>Action</i>
	<ul style="list-style-type: none"> <li>• Failure to attend a C3 <u>HoD</u> sanction (detention).</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>60 min</b> detention with HOY.</li> <li>• The member of staff on-call will log the detention on Class Charts.</li> <li>• HOY will host the detention and class teachers attend to facilitate a repair &amp; rebuild with the student.</li> <li>• IF a student fails to attend the <b>60 min</b> HOY detention, this will then escalate to a <b>90 minute</b> SLT detention on a <b>Friday evening</b>.</li> </ul>

## **C. Outside of Classroom Behaviour**

Students are expected to demonstrate respect, ambition, resilience and compassion around the Academy at all times and show respect towards the learning of others and daily operations of the Academy. All staff members are expected to calmly challenge students that are not meeting standards and expectations; give chances to make the right choices and engage in the restorative process as required.

Students must travel to and from the Academy wearing the full Academy uniform. When in uniform ALL students are deemed to be representing the Academy. The governing body and the Headteacher expect students and parents to refrain from acting in such a way as to bring the Academy into disrepute or endangering themselves and/or others. Any such conduct may lead to disciplinary action.

Whilst representing the Academy, either formally or during extra-curricular activities, we expect students and staff members to be positive role models, ensuring that the Academy is not brought into disrepute or endangering themselves or others. Students who choose to behave inappropriately whilst representing the Academy may be subject to appropriate sanctions and parents will be informed and expected to support the Academy's decision. The Academy will always endeavor to support the resolution of any issues through restorative practice procedures.

Any students are expected to represent the Academy in a positive light in the digital world. Students should conduct themselves over the internet and particularly social media in such a manner that the Academy is not brought into disrepute and the well-being of staff and students is protected. Parents/Carers of students on roll at the Academy are also required to refrain from producing any negative content online in such a manner that the Academy is not brought into disrepute and the well-being of staff and students is protected. The Academy will respond appropriately to incidents of unacceptable behaviour or bullying online. Any such behaviour may lead to disciplinary action.

Our Academy community is clear that sexual harassment and online sexual abuse are not tolerated. Where issues are identified staff intervene early to better protect children and young people. Staff will take any such behaviours seriously and have been trained to respond with dignity and respect to any disclosures. Staff will not promise confidentiality as the concern may need to be shared further.

### **How students should report any concerns**

Students should raise their concern to any appropriate adult that they are comfortable with. This may be their life tutor, head of year, director of key stage, chaplain, safeguarding team, senior member of staff. Staff will respond in the ways outlined above.

### **How incidents link to the Academy's behaviour policy**




Incidents will be logged in the first instance through our behaviour management system, Arbor and, where appropriate, CPOMs. Through close monitoring by pastoral staff and Safeguarding staff, the Academy will be able to identify trends and patterns and sanction accordingly.

### **Creating a positive and healthy culture**

The Curriculum for Life programme offers a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This includes time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'. The CfL curriculum covers these topics as part of half term 3's 'Relationships and Society' theme. As part of our CfL provision we use 'drop down' theme days to fully explore and supplement these vital areas so that students are fully educated about the harmful effects of peer to peer abuse.

In general, students are required to take responsibility for their own actions and will be made consistently aware of the Academy's standards and expectations. Students have a responsibility to behave appropriately at all times as they are members of the Academy of St Nicholas and we always think of others when considering our own actions.

**Approach to Truancy / Walking out of Lessons.** Internal truancy and ‘walking out of lessons’ without permission is a serious safeguarding concern. Truancy has a negative impact on several areas of school life including attendance and educational outcomes. As a result, should a student be involved in internal truancy or ‘walking out of lessons’ without permission or a Toilet Pass, the following graduated approach will be applied:

 <b>INTERNAL TRUANCY</b>  	
<b>STAGE 1</b>	A student is missing from lesson via our safeguarding checks or has ‘walked out’ Member of staff on call locates the student and returns them to lesson Staff member issues a detention to complete the missing work
<b>STAGE 2</b>	In the same day, if Stage 1 occurs again, Member of staff on call locates the student. Reset room is contacted where the student will work for the remainder of the day R room / Year team to contact home
<b>STAGE 3</b>	Truancy is repeated Year team to contact home and a suspension is issued Parental meeting with Year team to take place after suspension
<b>STAGE 4</b>	Truancy is persistent Year team to contact home and a suspension is issued Parental meeting with SLT to take place after suspension
<b>STAGE 5</b> & further issues	Truancy is persistent with previous stages having little impact Consideration will be made to escalate via our graduated response. This may include Governor panel, managed move, respite placements at partner schools

**Internal truancy and ‘walking out’ of lessons is a serious safeguarding concern. If you are not in the right place at the right time you are not allowing us to keep you safe.**

*A community where we flourish and thrive*

## **DI. Restorative System & Further Sanctions**

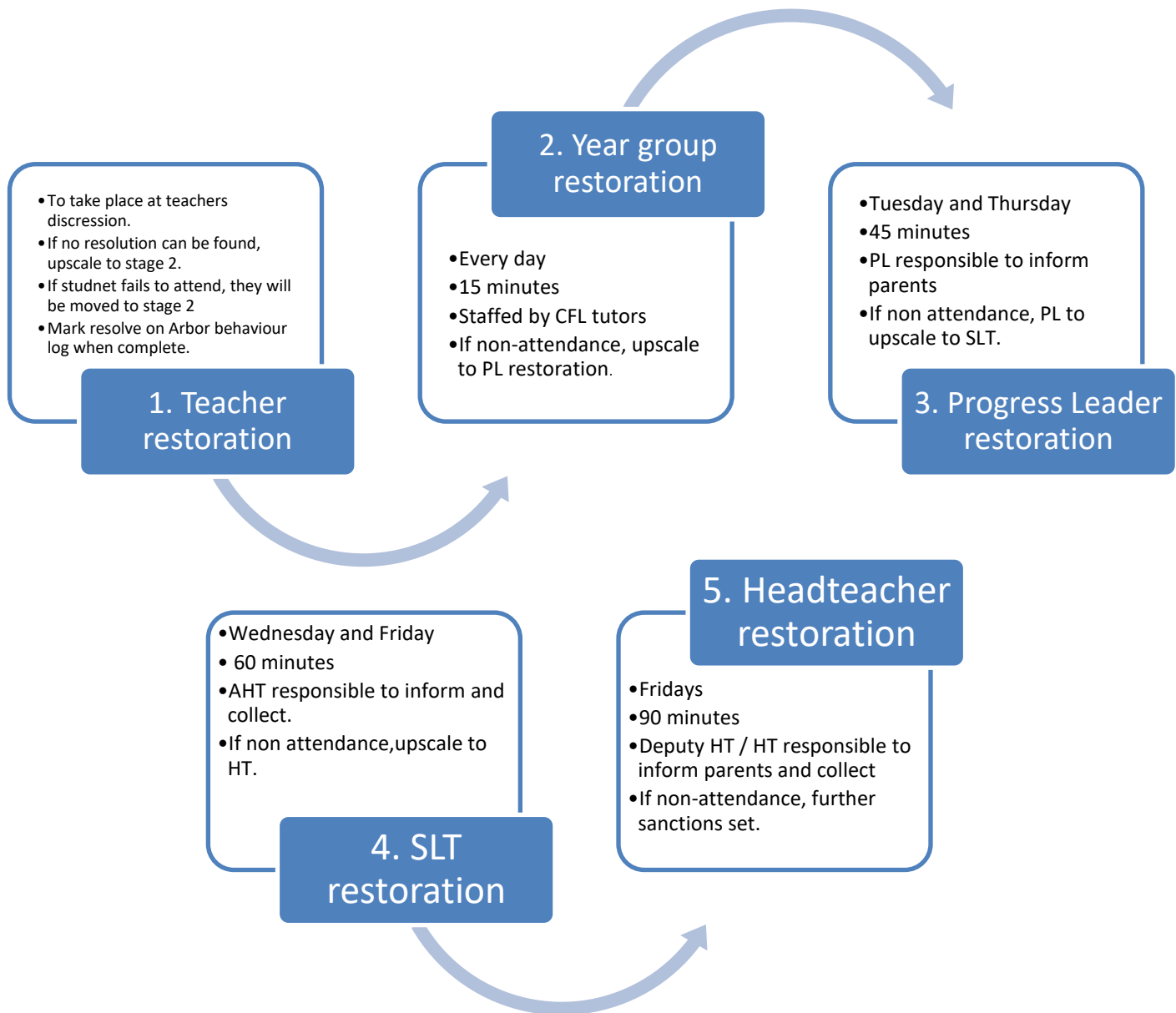
At the Academy of St Nicholas, we implement a structured “Chance and Choice” environment from the outset. All students are expected to take responsibility for their actions by seizing the opportunity to learn in the classroom (CHANCE) and making the appropriate decisions to facilitate their learning (CHOICE). Our language throughout the Academy aims to promote responsibility, understanding emotional responses in various situations, and effectively communicating these feelings with peers.

All members of the Academy community are encouraged to take responsibility for their actions. When behaviour does not meet the established standards and expectations, it is addressed through our restoration system, which supports behavioural change.

### **Restoration system**

The restoration system comprises five stages, providing students with five opportunities to make the right choice, acknowledge inappropriate behaviour, and discuss preventative measures for the future. The five stages are outlined below:





When necessary, the Academy expects students to remain after school for a restorative conversation. While there is no legal obligation for the Academy to inform parents or carers, staff will make every effort to notify them once Stage 2 is reached. Parents and carers can monitor this information through the Arbor App.

### **Individual behaviour plans/behaviour reporting**

When students continually fail to meet the required standards, they may be placed on an Individual Behaviour Plan (IBP). The IBP will follow a 5-stage approach. The IBPs are designed to monitor the student across three target areas where the Academy expects to see improvements. Targets are reviewed by teaching staff throughout the day to provide an evidence-based approach to judge behaviour improvements.

	<b>Timeframe</b>	<b>Reporting to</b>	<b>Daily pass mark</b>	<b>Stage pass mark</b>
<b>Stage 1</b>	2 weeks	Pastoral Manager	44	440
<b>Stage 2</b>	2 weeks	Pastoral Leader	42	420
<b>Stage 3</b>	6 weeks	Pastoral Leader	40	1200
<b>Stage 4</b>	4 weeks	Assistant Headteacher	40	800
<b>Stage 5</b>	4 weeks	Deputy Headteacher	38	760

Students who fail to reach the pass mark for the stage they are on will be escalated up to the next stage. If they meet the required standard at any stage, they will be removed from their IBP.

Further support will be provided when students reach stage 3. This support might include:

- Intervention 70
- Parental meetings
- Governors panel meeting
- Behaviour panel meeting
- CFL form group changes
- Curriculum adaptations
- Internal referral to identify appropriate support services

## **Suspensions**

Suspensions may be put in place for serious incident or where there is a series of incidents in which the learning of others is impacted upon negatively. Where it is clear students are not engaging with the behaviour policy, the Academy will work with students and families to seek appropriate intervention. In addition, where appropriate, we may refer students to alternative provision at appropriate organisations. Students may be permanently excluded (see Exclusion Policy) due to a serious breach or persistent breaches of the Student Behaviour Policy and where allowing the student to remain in school would seriously harm the education and welfare of the student in question or others in the Academy.

Examples of a serious breach/persistent breaches might include:

- Persistent disruptive behaviour in class and around the Academy.
- Having illegal substances/solvents on Academy premises.
- Assault on a member of staff (physical/verbal).
- Assault on a fellow student (physical/verbal).
- Possession of an offensive weapon which is defined as a tool made or adapted for the purpose of causing injury, mental or physical, to another person.

Students who persistently behave in such a way that they are not demonstrating the core values may be referred for further assessment (internally or externally) to ensure they do not have any unmet needs. The Academy will offer support for the student and their family if necessary in order to provide the best opportunity for progress to be made. Learning support services within the Academy are recognised widely as high quality and provision is sought with external agencies for learning needs, mental health and behavioural support.

In accordance with DfE guidance, the Academy will take account of the specific circumstances of students and will have regard to legislation concerning equal opportunities, SEND and vulnerable students.

## **D2: Mobile Phone Code of Conduct. 19 February 2024**

The DfE has published new **non-statutory** guidance on the use of mobile phones in schools. The Academy wishes for all students to be learning in school and free from the distraction of mobile phones (and social media) and for this reason, whilst students are in school, phones must be switched off and placed in a school bag. The government have given schools a series of measures that they can implement and we have taken what we believe is a reasonable and proportionate response.

If a student is seen with a mobile phone the procedure below will be followed:

**Stage 1:** Your son/daughter's mobile phone will be confiscated and held in a secure place until the end of the school day

**Stage 2:** If your son/daughter refuses to hand over the mobile phone, they will be escorted to the R room for the remainder of the day. Should the student hand over the phone to the staff in the R room, where it is securely held, they will be able to access their lessons as normal and collect the phone at the end of the day.

**Stage 3:** If your son/daughter refuses to go to the R room then an escalation in our behaviour policy will be followed.

This policy is in effect for the duration of the school day and will be enforced as such. If students need to make contact with home, there are numerous ways in which we can do this through our reception and pastoral structures. Likewise, parents / carers can use the same communication methods to get messages to the students.

Excuses like:

- *But I was only checking the time*
- *But I was just turning it off and putting it in my pocket*
- *But I was just texting my Mum*
- *But I wasn't even using it I was just holding it*
- *I was just swapping pockets*
- *But it's break time*
- *I was just checking Arbor*

Are not acceptable, the message is clear, if a phone is seen, it will be taken as it is a distraction to learning. This policy applies to any other electronic devices including EarPods, headphones or handheld gaming devices.

## **E. Positive Handling Strategies:**

Under Government guidelines all members of staff have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. It is no longer acceptable for schools to have a 'no contact policy'. At The Academy of St Nicholas, we have worked hard to put support structures in place to help create a calm, orderly and supportive climate. As a result, instances of physical restraint are very rare.

### **Guidance for staff**

- Avoid blocking doors/ pathways of students. Let them go, get them later.
- Physical intervention should always be a last resort and clear directions to stop the dangerous/ unacceptable behaviour should be given first.
- In the very rare instance of physical restraint being necessary please contact a member of the Senior Leadership Team. Any incident involving restraint of any kind should be reported to the Headteacher or Deputy Heads as soon as is possible, and details recorded on Arbor / sent via email.

Members of staff should not put themselves at risk and so would not be seen as failing in their duty of care by not using force to prevent injury, if by doing so threatened their own safety.

It is unlawful to use any form of physical force as a punishment.

Schools can use **reasonable force** to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

[DFE 'Use of Reasonable Force' July 2013](#)

The school will always attempt to use de-escalation techniques to support the pupil.

## **F. Allegations of abuse against another student (child on child abuse), including issues of sexual violence and harassment**

- Staff should respond to reports or observations of child on child abuse by logging initially on Arbor and then speaking to any member of the safeguarding team the same day
- Students should feel free and be encouraged to report any concerns to Pastoral Team or a member of staff they feel safe with
- Incidents will be escalated either to PC Mark Patterson (Safer School's Officer) or through the local team
- when deemed necessary by the safeguarding team
- Each incident will be treated as serious and looked into thoroughly by the Pastoral Team. This in turn will be considered by AHT and ultimately SDHT and HT. Each will be looked at on a case by case basis, including any use of sanctions
- Risk assessments will be put in place and communicated with staff as needed as per LA guidelines
- The Curriculum for Life programme proactively responds to preventing such issues from occurring and addresses incidents should they arise. This will include how children will be taught about appropriate behaviours and how school will evidence the impact.

Staff should recognise that children are capable of abusing other children, and that not all children will find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, for example a friend may make a report or a member of staff may overhear a conversation. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting an incident and they will never be made to feel ashamed or their experience minimised.

Staff must act on the assumption that children may be experiencing sexual violence or harassment, even if there are no specific reports of such behaviour. Staff must ensure that they challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing, particularly towards girls or other vulnerable groups of children. Behaviours by children should never be passed off as 'banter', 'having a laugh' or 'part of growing up' as this can lead to an unsafe culture which normalises abuse and inappropriate behaviours and can lead to children accepting it as normal and therefore not reporting such issues. Our school will prevent sexual harassment, online sexual abuse and sexual violence through a carefully planned and sequenced relationships, sex and health education curriculum alongside effective challenge and response to specific issues when they arise. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

*The DFE states 'The initial response by a school or college to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.'*

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff. Behaviours can happen in school, online or in the community and are most likely to include, but not limited to:

- abuse within intimate personal relationships between peers;
- bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- serious violence;
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element
- which facilitates, threatens and/or encourages sexual violence);
- sexual harassment such as sexual comments, remarks, “jokes”, taunting and online sexual harassment
- which may be standalone or part of a broader pattern of abuse;
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about
- clothes and appearance and calling someone sexualised names;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes;
- displaying pictures, photos or drawings of a sexual nature;
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual sharing of nudes and semi-nude images or videos;
- upskirting, which typically involves taking a picture under a person’s clothing without their permission
- (this is a criminal offence);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- and
- sexting and initiation/hazing type violence and rituals (this could include activities involving harassment,
- abuse or humiliation used as a way of initiating a person into a group and many also include an online
- element).

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm however children who are LGBT+ or perceived to be, may also be targeted by their peers and harassed or assaulted. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that all staff endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share their concerns.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of the protections set out under the Human Rights Act 1998, depending on the nature of the conduct and the circumstances. In addition, the Public Sector Equality Duty places a general duty on schools and colleges to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance the equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and specific consideration must be given to equality implications such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

Victims of child-on-child sexual harm will be supported by the school’s pastoral system and referred to specialist agencies including, for example, ‘CAMHS’, ‘Brook’ and ‘Barnardo’s’. 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. Risk assessments will be recorded (paper or electronic) and will be kept under regular review by Pastoral Team. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including ‘sexting’ or ‘initiation/hazing’ behaviours. Additional guidance is available on the NSPCC website: <https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse>