



**The Park  
Federation Academy Trust  
James Elliman Academy**

**Positive Behaviour Policy  
2023 - 2024**

**Approval**

<b>Signed by Principal</b>	Mrs T Johal
<b>Date of approval</b>	September 2023
<b>Date of review</b>	September 2024

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## **Section 1: Introduction**

We have clear expectations for behaviour at James Elliman Academy and expect children and adults to follow the school rules and demonstrate the school values at all times. These expectations are the same both in the school and outside of the school.

We support the right of every member of the school to be part of a safe, calm, purposeful and happy place where individual and shared aspirations are respected and valued. We ensure that rules, boundaries and consequences for behaviour are clear, fair, consistent and appropriate for all members of our academy. We recognise our individual and shared responsibility to foster positive caring attitudes towards everyone within our diverse community, where achievements at all levels are acknowledged and valued. We encourage all members of the school to accept personal responsibility for their own behaviour and relationships towards others. Our behaviour policy is designed to build and maintain positive relationships between adults and children.

This policy will be shared with all staff and parents annually and published on the James Elliman Academy website. Additionally, the academy's expectations about behaviour will be clearly set out in the Home-Academy Agreement.

## **Section 2: Our vision**

Our vision is to provide our community with lifelong learners who are responsible, creative and are leaders of their chosen paths.

At James Elliman Academy, our staff, parents, carers, and governors are totally committed to the development of our pupils, offering them the best education that is uniquely matched to their needs. An education, built on trust, rich in opportunities and experiences that actively promotes achievement, allowing all pupils to reach their full personal potential.

Our school motto is - Every child a leader. Every chance taken. Every day counts.

At the heart of all that we do is the care for every child's well-being, safety and future. We offer our pupils high-quality educational experiences, as well as enabling them to develop effective skills of cooperation and collaboration. We are determined to provide an aspirational, challenging and diverse curriculum, full of memorable moments.

Our pupils will leave James Elliman with fond memories, and as articulate, knowledgeable, considerate and thoughtful members of society; with embedded values of resilience, integrity, democracy, diversity, creativity, gratitude and tolerance, along with enthusiasm, curiosity and a lifelong love for learning.

At James Elliman Academy, we uphold the responsibilities towards protecting children from Child on Child Abuse, as set out in the statutory document, Keeping Children Safe in Education. We have a zero-tolerance approach to child on child abuse and never pass off concerns raised as banter, part of growing up, boys being boys or girls being girls. We will respond to cases of suspected child on child abuse raised from both inside, and outside of school, and we encourage parents and carers to share any concerns around inappropriate behaviour so that we can work closely with them, and outside professionals if necessary, to resolve the issues. All staff understand the importance of being alert to behaviour that could be related to child on child abuse and everyone adopts the mantra 'it could happen here'. They understand that children may never disclose, could take time to disclose, or could drop hints to try and alert us that something is wrong. With this in mind, our school environment is nurturing and is a safe place for children to raise concerns in a variety of ways. Our staff will use their professional curiosity to look out for, and respond to any changes in behaviour that they may see.

If a case of child on child abuse occurs at the school, we will support the child/ren by reassuring them they will be taken seriously, kept safe, be listened to, ensure their wishes and feelings are taken on board, and prompt action will be taken to resolve the concern. We will also support any alleged perpetrator/s of child on child abuse by; keeping them safe, listen to them and provide support to help them understand why their behaviour was unacceptable or dangerous. We will then help them to understand the reason for any consequences and sanctions and will provide intervention that will educate them on how to keep themselves, and others, safe by encouraging the most appropriate ways to behave.

### **Section 3: Our Attitudes and Behaviour**

We have very high expectations of our school community's behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative.

Good behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised.

The school has the following three golden rules which the pupils and staff are expected to follow at all times and in all circumstances.

- We are polite and show respect for others and our school
- We have strong attendance, high aspirations and are resilient in our learning
- We are always honest and take responsibility for our actions

The behaviour policy is adhered to by both adults and pupils and as a result, children are aware of the rules and boundaries of their behaviour and actions. Incidents that occur are investigated in a timely manner, children are supported, where necessary, and behaviour is monitored and analysed via a whole school approach.

Children are supported with their well-being, mental health and social skills through a range of strategies and programmes offered. Positive attitudes to learning, incorporating British and school values, include children showing resilience and promote healthy relationships with adults and peers. Visitors regularly comment on pupils' exemplary behaviour both in and out of lessons. We provide opportunities for personal development in a safe and welcoming environment and support our pupils to become active and responsible citizens of the future.

We expect that all children will abide by the rules and excel in their learning. However, we understand that at times children will face challenges. Some children will have an inner resilience to cope with these challenges. Other children will need extra support in order to cope with the demands of the school day, their home life and social interaction.

There is a zero tolerance approach to child on child abuse and reported incidents are always taken seriously and never passed off as banter, part of growing up, boys being boys or girls being girls.

Alongside these school rules, some classes may create their own set of class rules and the children are involved in the creation of these, making them more personalised to the needs of the class.

### **Section 4: Promoting Positive Behaviour**

Rewards are agreed by each Key stage/Year team as appropriate for the age and needs of the pupils. Rewards and incentives are also clearly displayed in each classroom. These are consistently promoted by all adults in the year group / Key stage.

Year teams will agree on collaborative rewards which focus on highlighting those pupils who contribute to the ethos and positive environment of the school, throughout the year.

Rewards are earned and never taken away. When a child's behaviour is not positive, rewards are paused and the child is supported in taking steps to develop a positive response. Teachers use 'catch me being good' and 'proximity praise', amongst other strategies, to reduce negative attention and increase positive attention. Rewards then resume frequently to support positive reinforcement of the desired behaviour.

A summary of the EEF recommendations and further information about strategies to support improving behaviour can be found at:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>

Rewards include:

Class rewards aimed at individualised achievement - use of points, stickers, stamps, dojo points, certificates from the Principal or SLT, individualised reward cards for children with more challenging behaviour (Stage 2). Frequency of reward could be after each lesson, morning or afternoon, end of each day, few days or week based on the child's individual needs.

Praise and Celebration of achievement - staff share congratulatory verbal and written comments and praise for

positive actions, decisions and work they have completed. Public acknowledgement - in class, on display etc. Pupils share their work with their peers, teachers, support staff, and members of the senior leadership team. Teacher telling a parent in person about good examples of work and a phone call to parents about good work. Star of the week – Praising children who demonstrate the core value and positive learning behaviour within the term – There is an expectation that across the year every child achieves a core value certificate. Collaborative rewards – use of pebble jars, completing a puzzle/picture/dojos. The emphasis here is that the class work collaboratively to achieve a pebble/puzzle piece/coloured square and work towards an agreed shared reward together. These may be half termly, weekly or daily achievements based on the needs of the class. Certificates acknowledging positive learning behaviours/personal achievements through notes home, certificates, stickers – according to what the class/child responds best to. Rainbow Rewards - reward tickets are awarded every day, at lunchtimes, to whole year groups, for following lunchtime/dining hall/rainy day expectations. Children then are rewarded with a class treat at the end of each half-term depending on how many tickets they have earned. Specialist reward systems recommended by outside agencies which are tailored to the individual needs of pupils with challenging behaviour (Stage 3).

### **Section 5: Correcting Misbehaviour**

Consequences can be positive and negative. Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child. Children should have a warning before the consequence so that they have a chance to change the behaviour before the consequence.

James Elliman Academy will apply the following consequences to tackle instances of poor behaviour:

- Regular reminders verbally
- Change of place in the class so the teacher can help facilitate positive learning behaviour
- Time out/thinking time/reflection time within the class. This could graduate to another class if the unwanted behaviour persists
- Apology letters
- Break and lunchtime play - timed reduction.
- Missing part of the reward if and when appropriate.
- A graduated response to persistent behaviour following the 5 stage model in appendix 2 and 4 escalate to Year Leader/DP or VP, then Principal.
- Meeting between the child, parents/carers and a senior member of staff, depending on severity.
- Internal exclusion – spending a day/s away from their class and under the supervision of a year leader or member of SLT, exclusion from breaks

N.B: Pupils will only be excluded from their class or lesson, if all other options have been explored and the child's behaviour is having a detrimental effect on the learning of the other pupils over a sustained period of time. Exclusion from a lesson or from class must be with the permission of the Senior Leadership Team.

### **Section 6: Summary and Descriptors: 5 stages of behaviour**

The great majority of pupils will never give concern in regard to their behaviour but some children may struggle to self-regulate or communicate their wants and needs as effectively, and as a result might present with unacceptable behaviour.

Making time to listen, avoiding hasty judgements and addressing the cause of the behaviour, not rather than the actions of the child alone, will often pre-empt an escalation of the behaviours we do not want to see in school. It is important that we get to know pupils, their interests, home circumstances, what areas of the curriculum they feel good/bad about. A sense of achievement, success, reward will often do away with the child's need to behave unacceptably.

You are important, the best thing that you can give is your approval and a positive relationship to each child in your class. It is difficult to tread the tightrope of fairness towards the majority of co-operative and motivated pupils and still provide effective support for the one or two pupils who are demanding and consume so much of your time and attention.

Most importantly, pupils who experience inclusive and engaging learning provided by good or outstanding teachers will respond with excellent learning attitudes and behaviour.

The JEA 5 Stages of Behaviour Sanctions and Next Steps for Children are displayed in the school so children are aware of the sanctions and next steps.

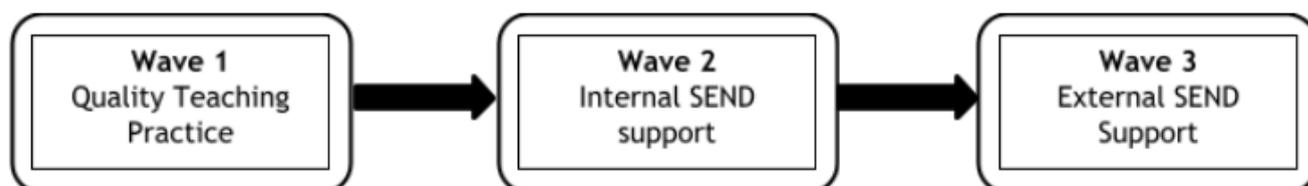
All serious incidents should be recorded in writing on the Serious Incident Form (Appendix 1) and logged on CPOMS under the appropriate category.

### **Section 7: Supporting Children with SEMH Difficulties**

All members of the School Community are aware that there are positive and negative consequences to our behaviour choices.

Pupils finding it difficult to respect and comply with school rules will be supported with a range of strategies to help them manage and change their behaviour. It is the role of the teacher to build a relationship with the child and their family to understand what the root cause of the behaviour could be linked to, and then, with support, be able to address the root causes to support the child in being able to communicate their wants and needs and manage their behaviour positively.

The school will address this with a graduated wave response to support which an example is described below.



Stages of intervention	School will ...	Individuals involved
Wave 1- Quality Teaching Practice	Develop and disseminate positive behaviour policy Deliver a PSHE curriculum that teaches social and emotional skills Provide regular CPD for staff to develop inclusive quality first teaching for all.	Class teacher Child
Wave 2 - Internal SEND support delivery of evidence based intervention and additional support	Provide staff with the appropriate training to identify CYP demonstrating SEMH needs through externalising AND internalising behaviours Identify and monitor SEMH needs Deliver preventative and early intervention evidence based support programmes (e.g. ELSA, Lego therapy, 1:1 learning mentor) and monitor progress Involve parents/carers in all progress and review meetings	Class teacher Child Parents + SENDCo/ SLT

Wave 3 - External SEND Support	Seek advice from specialists (e.g. Educational Psychologist, Getting Help Team, SEBDOS, Virtual School, Young People's Service, Family Information Service) Involve parents/carers in all progress and review meetings with external professionals	Class teacher Child Parents SENDCo/ SLT + external specialists
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It is the professional responsibility (see standards) of each qualified teacher to create a positive and safe environment for the pupils in their class and interact positively and caringly with all pupils in the school. They are responsible for supporting the behaviour of those pupils who are vulnerable or display inappropriate or unacceptable behaviours; for deploying support staff within their class and referring pupils needing specialist support, following the graduated approach.

Where behaviour issues arise, teachers should first discuss with team colleagues/Team Leader to agree initial strategies for support. If there is an escalation of concern, it is expected that actions will follow the strategies laid out in the 5 Stages of Behaviour.

If a pupil continues to demonstrate significant behaviour issues, despite the full range of support offered, action will be taken to safeguard the education and safety of the majority and this may include fixed term exclusion and or managed transfer to another setting.

Pupils who have a diagnosis of ASD or ADHD must follow whole class rules and must aim to meet the same high expectations as all pupils. In addition to IEPs, pupils with a diagnosis can be supported to make 'positive' choices regarding behaviour with the use of individual pupil support plans. These will offer steps to gain positive behavioural outcomes. These will be shared with both the pupil and parents and reviewed every six weeks. Pupils have access to a 'quiet,' room to allow themselves time and an opportunity to re-settle themselves.

#### Use of Reasonable Force (known as Positive Handling/Holding Children Safe)

The DfE has put forward guidance regarding the use of reasonable force 'Use of reasonable force in schools: Guidance about the use of physical restraint in schools for governing bodies, Principals and school staff, July 2013'

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>)

The DfE advises that all adults in the school who have a duty of care towards pupils can use 'reasonable force' to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Further examples include, preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restraining a pupil at risk of harming themselves through physical outbursts. Teachers will physically separate pupils found fighting if they do not respond to verbal requests to stop. Reasonable adjustments for disabled children and children with special educational needs (SEN) will be made with regard to using 'reasonable force' in any serious incident.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

In the event of a serious incident where 'reasonable force' has been used, parents will always be notified and the incident will be discussed with parents at the earliest opportunity. Incidents will be recorded by the Principal /Vice

Principals.

## Mental Health

The school is committed to supporting pupils who may be experiencing mental health difficulties which could be affecting their behaviour. The school has processes in place which aim to determine the underlying cause of inappropriate behaviour, often this behaviour can be linked to social and / or emotional difficulties.

### Support includes:

Class teachers should refer pupils causing concern through the SEND route, in order to facilitate assessment and diagnosis of need and appropriate intervention and support. A 'Record of Concern Form (RoC)' would be completed and given to the SENDCo via the CPOMs system.

At James Elliman Academy the following provision is provided to support Social, Emotional and Mental Health (SEMH). Changes in behaviour are often an indicator of this SEND category. Children may have their provision monitored through an individual Record of Concern or Provision Map (once registered as being on the Special Educational Needs Register).

- Quality first teaching within the classroom that supports resilience, self-esteem, focus and concentration.
- General classroom behaviour support strategies following discussion with SEND Team.
- Circle Time – Teacher intervention in class to support empathy, class cohesion and friendships
- ELSA – Support Group undertaken by a trained member of staff
- Lego Therapy.
- Child and Family Support Worker – Direct 1:1, paired or small group work to address anxiety, social interaction skills amongst others.
- Learning mentor – Motivation, focus, drive and aspiration.
- SEBDOS – Social Emotional and Behaviour Outreach Service, trained staff providing support to children and families both in school and at home.
- Educational Psychologist – Therapeutic intervention, assessment and consultation services provided to children, staff and families.
- Referral to SEBDOSS Behaviour Panel for children who have severe difficulties and are at risk of exclusion.
- Referral to Early Help through Slough Council via SEND/Safeguarding team
- Referral to CAMHS (Children and Adults Mental Health Service)

## **Child on Child Abuse**

### **Sexual Violence and Sexual Harassment**

[Keeping Children Safe in Education, 2022](#) (page 15, paragraph 49) states that the umbrella of child on child abuse is most likely to include the following unacceptable behaviours, amongst others. Child on child abuse strongly relates to bullying and sexual violence and sexual harassment, this can be both online and offline, in school and outside of school.

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- 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 and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

- 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;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- 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 may also include an online element)

Our school operates on the understanding that child on child sexual abuse '*could happen here*' and through safeguarding training, staff understand the importance of raising any concerns around child on child sexual abuse immediately; no matter how small. All staff must assume it could be happening at their school, even when there are no reports evident.

To gain a better understanding of the meaning of sexual violence and sexual harassment the following definitions apply:

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

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

**Victims and alleged perpetrators** be mindful in using these terms outside of this policy. Children can be referred to as child A and Child B in any reports. This is because we should avoid assigning guilt until an investigation has taken place by any appropriate authorities.

### **Minimising the risk of sexual violence and sexual harassment in and out of school**

With respect to sexual violence and sexual harassment, staff know that by dealing with low level behaviours straight away we can help prevent escalations to more serious sexual violence and harassment in the future. It is crucial that any low level behaviours are identified and addressed clearly in front of the victim, the perpetrator and any witnessing children or adults. This is to send a strong message that any unacceptable behaviour is taken seriously and is not minimised or downplayed; never being passed off as banter or part of growing up.

Low level behaviours can consist of the following:

- Calling a person an offensive term that degrades them
- Flicking bra straps
- Lifting up skirts
- Unwelcome looks and comments about appearance
- Comments about how boys and girls should behave
- Different expectations about which toys boys and girls should play with
- Boys saying girls are 'gross'
- Invading personal space by touching others, particularly private areas, often perceived as a joke or some fun.

Children are educated in how to report any incidents of sexual violence and harassment, both in and out of school. They are encouraged to use the class worry boxes for low level concerns but know that if a serious incident has occurred that has made them feel upset or unsafe they can speak to the safeguarding team. The emphasis is to talk to someone who you feel comfortable with so that they can get the help they need quickly. For male pupils, we have a

male representative if they feel less confident speaking to a female. Children are also aware that the school has designated mental health champions who they can also talk to.

Personal safety and safeguarding opportunities are also covered throughout the curriculum. Children are taught about respectful relationships and inappropriate and appropriate behaviour in our Relationships Education curriculum. We also cover keeping safe in weekly assemblies and in other areas of the curriculum where it is appropriate. We also welcome the NSPCC to complete workshops with our children related to speaking out and staying safe. Parents and carers also receive frequent information on keeping safe outside of school.

Whilst the school will not tolerate unacceptable behaviour such as this, we will not demonise anyone and will listen to all who are involved. Victims, as well as perpetrators are supported, so that they can understand why their behaviour is unacceptable and what they need to do to prevent this from happening again in the future.

The school's response will be:

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

### **How to report and respond to incidents**

It is important that any concern around sexual violence or sexual harassment is always reported to the DSL (Rebecca Pinkney) or DDSLs in her absence. Staff follow the usual child protection policy and procedures for reporting incidents. It is important to note that staff must report any concern as soon as it has been reported or witnessed, even if they don't have a disclosure from a child. Sometimes children never disclose so waiting for a disclosure to come is not acting in the child's best interest. It is important that the victim knows you have taken the incident seriously, that you believe them and will continue to support them, be clear on what will happen next and state the small number of people that will know about it. Continue to be a support for this child and ensure that they know that this has not been their fault.

- Staff report the incident to the DSL or DDSL via CPOMs as soon as possible, don't delay. If CPOMs is not accessible, then a paper referral form is used. Ensure this is dated and signed.
- DSL/DDSL will log the incident and will start to make a detailed report using Appendix 1 'Serious Incident Report'
- The victim will be spoken to and supported.
- The perpetrator will be removed and supported to prevent any further distress
- The DSL may decide one of the following options:
  - Manage the incident internally
  - Refer to Early Help
  - Refer to children's social care
  - Report to the police
- Parents/carers will be informed as soon as possible and will be part of forming a solution together (unless any safeguarding concerns override this)
- A risk and needs assessment will be created to support all parties.
- Apology and mediation of appropriate so that both parties can move on
- The serious incident report (Appendix 1) will be completed with a conclusion of the incident and with next steps outlined. CPOMS will also be updated.

## **Sanctions**

Incidents will be dealt with on a case by case basis and will be proportionate to the reported concern. Below are a list of possible sanctions that may occur as a result of sexual violence or sexual harassment.

- If the incident is witnessed by a member of staff, that member must address this immediately, and at the time, so that all witnesses can see the immediate response and lack of tolerance for this behaviour. For low level- incidents, such as a sexist comment, an apology should be expected there and then. If an apology is not given then this must be included in the report to the DSL.
- A verbal warning
- Providing a time for the perpetrator to apologise to their peer
- An apology letter showing empathy for the victim and steps the perpetrator will take not to repeat this behaviour
- A letter or phone call to parents
- Time out to reflect on the incident
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion (this would only be used in extreme cases and advised by professionals such as the police).

In some cases a sanction may not be appropriate (e.g. a sexist comment) and education will commence through a circle time, social stories (particularly used for pupils with social communication difficulties) or additional teaching sessions through the curriculum.

For all sanctions the school will take into account:

- 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)

## **Children's Wishes and Feelings**

Children's wishes and feelings are taken into account so that they feel valued, informed and supported. It may be requested that the victim wishes the alleged perpetrator to be separated from them. This must be considered for both during school hours and after school clubs. They may or may not want to be in the same class. The school will always listen to the children's wishes and feelings and then the final decision will be made by the school. The best interests for all children involved will be considered in this decision.

## **Risk and Needs Assessments**

A risk and needs assessment may be put in place to support the school, the victim and the alleged perpetrator in going forward after this incident or during any investigation that may occur thereafter. A copy of the risk assessment template can be found in appendix 5.

## **Support for alleged perpetrators**

Support for alleged perpetrators must also be provided as research tells us that their behaviour could be a sign that they are too a victim of abuse. Find a safe space for the perpetrator to explain why they did, or said what they did. Ensure this is reported to the DSL so that safeguarding concerns can also be explored for this child. Explain why their behaviour was not appropriate, ensure that you condemn their behaviour, not the child. A support plan then

needs to be put in place to help the alleged perpetrator change their behaviour. This could be through counselling or therapeutic intervention.

### **Child on Child Abuse: Bullying**

Bullying is another inappropriate behaviour that sits within child on child abuse. Bullying is not acceptable in this school and children and adults are encouraged to report all bullying through the usual safeguarding and child protection policy and procedures guidance. Staff must report bullying to the DSL or DDSL immediately using the CPOMs system, or a paper referral if this is not possible.

Once an incident has been logged, the DSL/DDSL will investigate this. They will use the serious incident form (Appendix 1) to record the investigation and will use it to show the outcome and next steps thereafter.

Parents of both/all children will be involved so that we can work together to resolve the issue and bring about change.

As with all safeguarding and behaviour concerns, children are encouraged to use the worry boxes in class to raise a concern related to themselves or others. If they feel the concern is more serious or they feel unsafe or worried/upset then they can speak to the safeguarding team directly. They can approach directly or ask their teacher for support. The school also has mental health first aiders and a child and family support officer available who can provide support to children.

Through our curriculum, safeguarding sessions in assembly, and through other sessions such as PHSE, circle time and our relationships education curriculum, children will learn about bullying, how this is unacceptable behaviour and what they can do to prevent it and report it. We also share useful materials with parents and carers via the school app and website.

As with sexual violence and sexual harassment, bullying is taken on a case by case basis and responses will be proportionate, considered and supportive. We want children to come forward and share their concerns so that we can support them, address the problem and work with all children to give them support to understand that their behaviour is wrong.

Sanctions will be in line with our 5 stages of behaviour (Appendix 2 and 4).

This positive behaviour policy has a strong message that appropriate behaviour is built upon strong values, respect and mutual tolerance. This is reinforced in our relationships education curriculum also.

### **Educating children: Raising the importance of reporting concerns for all child on child abuse**

We encourage all children to raise concerns, no matter how small. It is important that all children know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

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

## **Section 9: Suspensions & Permanent Exclusions**

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using suspension and exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to suspend a pupil must be lawful, reasonable and fair.

We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race and should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Only the Principal or in her absence, deputy can impose a fixed term suspension or permanent exclusion. James Elliman Academy will have a strategy for reintegrating any pupils who return to school following a fixed period suspension, and for managing their future behaviour. All children have a right to an education. James Elliman Academy will take reasonable steps to set and mark work for pupils during the first five school days of suspension and permanent exclusion, and alternative provision must be arranged from the sixth day. If the school does make the decision to suspend or permanently exclude a pupil, we will notify parents, via a meeting with the Principal or deputies, of the period of the suspension or permanent exclusion and the reasons for it.

We will also provide parents with the following information in writing:

- the reasons for the suspension or permanent exclusion;
- the period of a fixed period suspension or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension or permanent exclusion to the Academy Council and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the Academy Council to consider the suspension or permanent exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

### **Internal Exclusion**

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incident. Internal exclusions will be decided and coordinated by a member of SLT. An internal exclusion is different to a time out/reflection in another classroom. An internal exclusion is when the child is excluded from classroom. The child will be sent with appropriate work to complete in another part of the school. SLT will inform the child's parents and record the incident and steps taken to avoid future such incidents. The child will be monitored and supported by the SLT, including SENCO.

### **Behaviour and Conduct Outside of the School Grounds**

The school strives to ensure that our students are able to translate our set of behaviour standards outside of the confines of the school gates. We recognise that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Principals a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

All non-criminal and bullying behaviour outside of the school gates which is witnessed by a member of staff will initiate a consistent approach which adheres to our agreed set of consequences. A teacher may initiate such consequences when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;

- wearing the school uniform;
- in some other way identifiable as a pupil at the school;
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of our community.

### **Section 10: Collective Responsibility**

Being a part of a coherent community we must recognise all members have responsibilities which ensure everyone feels they are valued and supported. Children, staff and parents should be aware of the positive impact their actions and comments can have in the smooth running of the Academy.

This is achieved in a number of ways:-

- Good communication between all members, we share in a respectful way any worries or concerns we have.
- We listen to concerns and support in the best way we can or seek out support from others.
- Key messages about respectful conduct and the core values we expect from all members of our academy are shared in assemblies, during circle/reflection time and during-RHE lessons. All members of staff model positive actions; encouraging and praising this when displayed by pupils in their everyday interactions with members of our community.

We have a collective responsibility in creating an environment where everyone feels valued, listened to and supported. This will only be achieved if we work together using a consistent approach; helping and supporting everyone to reach their full potential.

In the case of child on child abuse, children must be made aware that the law is there to protect children, not punish them.

Pupils' responsibilities are to:

- Learn to the best of their abilities and in a way that safeguards and respects the rights of other pupils to do the same.
- Co-operate and comply with adults and pupils in the interests of their own and other children's education and well-being.
- Respond to challenging situations thoughtfully and intelligently with regard to the consequences of their behaviour choices on themselves and others.
- To take care of property and the environment in all areas of the school building and outside in the playgrounds and activity areas.
- To take an active role in being part of the positive provision for behaviour and well-being.

Staff responsibilities are to:

- Understand that behaviour is a response, and an attempt, to communicate a child needs emotional support.
- Take steps to understand the root cause of the behaviour and implement strategies to support the child in overcoming this.
- Fulfil their roles within the school in accordance with National Professional standards and in a way that safeguards the rights of every member of the Academy Community and earns respect from pupils, parents and colleagues.
- To understand that to help children to regulate their behaviour they must understand their unique set of circumstances and experiences. Most children will face emotionally challenging situations at some point in their development but the way in which these challenges are experienced will be different for every individual. It is the teachers role to develop this relationship and understand the circumstances that cause the behaviour.
- Model appropriate and desired behaviour in all situations and challenges, using strategies in Circle Time and RHE

programmes.

- Implement school policies, using rewards, agreed rules and sanctions consequences, clearly, consistently and fairly, having regard for individual and group needs.
- Collaborate with and develop good relationships and lines of communication with parents, colleagues and outside agencies to ensure appropriate support for individual pupils experiencing behavioural, emotional and social difficulties.
- Plan and teach creative, challenging and interesting approaches to curriculum activities; a teaching and learning environment that ensures excellent learning behaviour; engages and takes account of individual and group needs.
- Apply a graduated response to supporting a child in managing their own behaviour and knowing when to escalate the need for more targeted intervention.

#### CPD for staff

- Familiarisation of the Behavioural policy at the start of every academic year by all staff. Team leaders to familiarise any team members who join the school part way through the academic year.
- Senior leadership team to work with the Link Psychologist to develop CPD in positive behaviour management and increase awareness in resilience, secure relationships and co-regulation of behaviour and to develop the understanding and implementation of PACE when supporting pupils with behaviour, both low level behaviour and more challenging behaviours are used as a way of communicating an emotional need.

Parent/Carer responsibilities are to:

- Support their child in following reasonable instructions by school staff and adhere to school rules.
- Respect the school's behaviour policy and the disciplinary authority of school staff.
- Inform the school of any changes in circumstances that may affect their child's behaviour e.g. SEN (special educational needs) or other personal factors which may result in their child displaying behaviours outside the norm. (a close family member passing away)
- Discuss any behavioural concerns with the class teacher/senior leaders promptly.
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours and to attend a post exclusion meeting with their child at the end of a fixed period exclusion.

#### Playground behaviour

We understand that behaviour at playtime can be different to behaviour in the classroom, we have provided these guidelines for dealing with behaviour at playtime.

#### Expectations of adults in the playground

- We need all adults in the playground to be proactive, looking out for any possible incidents and responding quickly if an incident occurs.
- Always come from a thinking place, asking: 'What's happened?', 'Can you tell me what has happened here', 'One at a time, tell me what has happened...'
- The majority of low level incidents in the playground can be dealt with by adults on duty using the red spots for time -out/reflection.

#### During playtimes

- All staff need to be spread around playground including in blind spots
- Be watchful at all times
- Staff should not be in clusters.
- Play games and engage with children

## **Section 11: Allegations of abuse against staff and other adults working in school**

All children and adults have a right to be protected from harm and here at James Elliman Academy, all allegations of abuse will be taken seriously. All members of the school have a duty to safeguard and promote the welfare of children and to maintain a safe learning environment. We aim to identify where there are child welfare concerns and take appropriate action to address them in partnership with other organisations when necessary.

All staff at James Elliman Academy have a positive role to play in child protection but their role can leave them open to accusations of abuse. Such allegations may be true but they may also be false, misplaced or malicious. In such instances, we aim to ensure that all allegations are dealt with fairly, consistently, quickly and in a way that provides protection for the child whilst also supporting the person who is the subject of the allegation.

### **Action in the event of a malicious allegation**

If an allegation is deemed to be unfounded or malicious, the Local Authority Designated Officer will be informed and will refer the matter to the local authority children's services to identify whether the child in question is in need of services or whether the child has been subject to abuse by someone else.

In the event that an allegation is shown to have been deliberately invented, the Principal will consider whether any disciplinary action is required against the pupil who made it. The disciplinary action taken against a pupil may include fixed term or permanent exclusion. However, any action that is taken will be discussed with the parent/carer of the pupil concerned at the earliest stage possible during proceedings.

## **Section 12 Responding, Recording and Reporting**

### **Reporting Procedures for Staff**

- Level 1 behaviour is not required to be recorded on CPOMS. Level 2, 3,4 and 5 must be recorded on CPOMS as well as all serious incidents recorded in writing on the Serious Incident Form (Appendix 1).
- Follow the school safeguarding policy and procedures for reporting when a child is at risk of harm.
- Concerns should be discussed with the DSL/DDSL immediately.
- In cases of disclosures, try to refrain from note taking while the child is speaking. Make notes as soon as the meeting is finished.
- In CPOMs, use the categories 'Safeguarding Welfare Concern Form' and/or 'Serious Inappropriate Behaviour' in the case of child on child abuse.
- DSL/DDSL to record actions, decisions, reasons for decisions and outcomes on any CPOM incident.
- Staff to alert the E-safety lead about cases of online abuse or cyber bullying.
- E-safety lead to report to DSL and network manager.
- Staff can refer to the Internet Watch Foundation and use the report remove tool to take down any sexualised pictures or videos. <https://www.iwf.org.uk/our-technology/report-remove/>
- See Appendix 2 for a visual representation of this process

### **Reporting Procedures for Children**

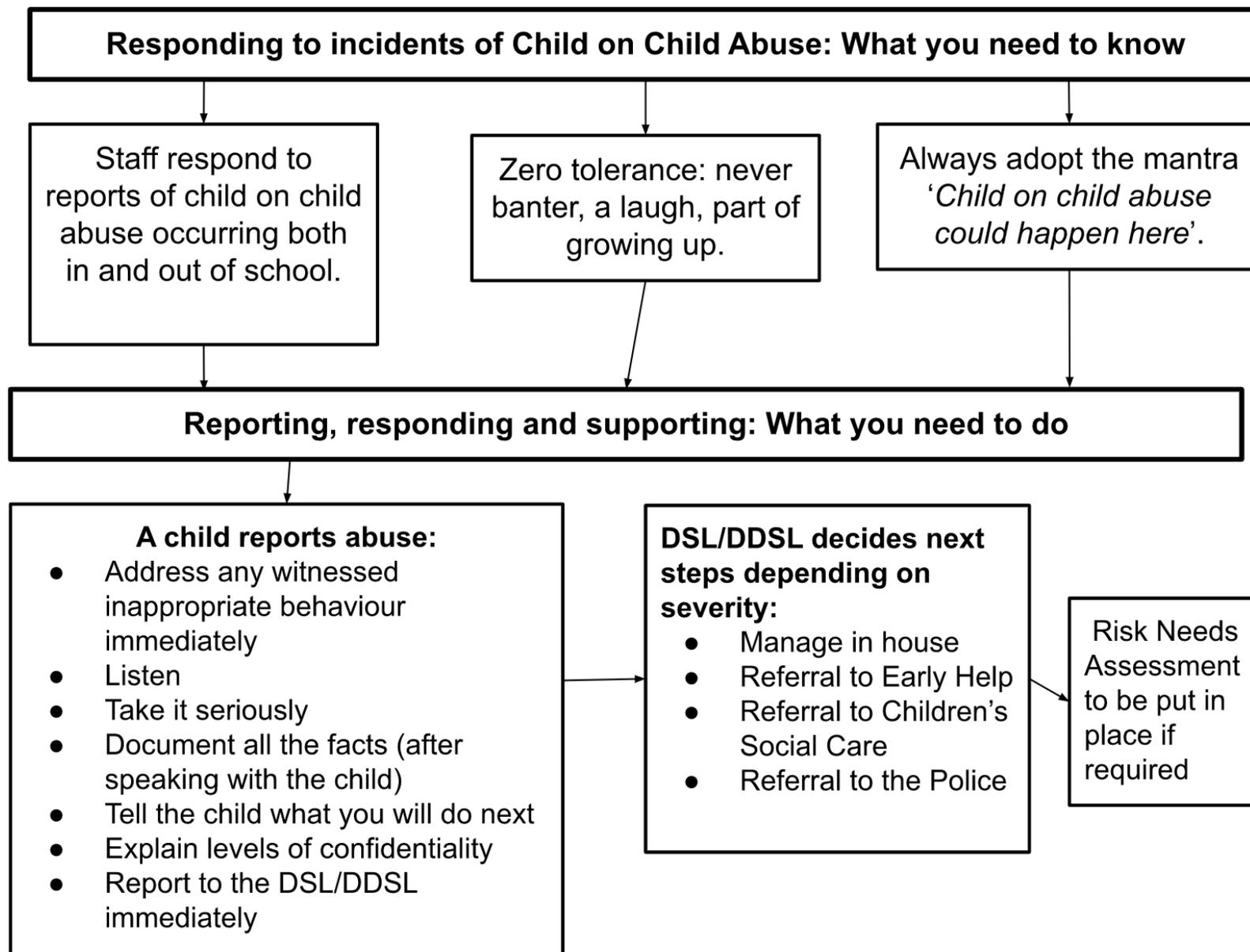
- Speak to class teacher or trusted adult.
- Write a note in the worry box.
- Write a note in the red pupil post box outside Child and Family Support Officer's room.
- Speak to DSL or safeguarding team.
- Speak to a mental health champion.
- Speak to a trusted family member or adult and ask them to report on their behalf.
- Speak to a friend and ask them to report on their behalf.
- Speak to the E-safety lead about cases of online abuse or cyber bullying.
- If a child feels they cannot speak to any of these people, they can call Child Line on 0800 1111.

- Children and families can refer to the Internet Watch Foundation and use the report remove tool to take down any sexualised pictures or videos. <https://www.iwf.org.uk/our-technology/report-remove/>

## Appendix 1: Serious Incident Form/Investigation Report

James Elliman Academy: Serious Incident Form/Investigation Report	
Name / Incident	Serious Accident/Bullying/Racial Abuse/Parental Complaint/Other (please state) Concerning behaviour CoC abuse
Date / Time / Location	
Timeline of Events	
Summary / Next Steps Decisions/ Reasons for Decisions/ Outcomes	

## Appendix 2: Flow diagram for Responding to incidents of Child on Child Abuse



## Staff Actions Following a Referral

Support for victim/s

Support for perpetrator/s

- Daily check ins with Vice Principal and Principal
- Refer to mental health champions for future check ins
- Follow the Positive Behaviour Policy
- Serious incident record completed and logged on CPOMs with decisions, reasons for decisions, outcomes and actions
- Risk needs assessment created and shared with appropriate staff.
- Review risk needs assessment regularly, or after any new incident
- Plan any class or lessons moves if required
- Liaise with Lunchtime Supervisors if required
- Keep parents/carers updated
- Plan any steps for safety
- Plan educational opportunities that will result from the incident e.g referrals to outside agencies, workshops, guest speakers

## Responding to incidents of online abuse

Follow reporting procedures as for Child on Child Abuse as shown above. Police and Children's Social Care will be called if necessary.

Remember that we adopt a zero tolerance approach and know that *'it could happen here'*.

- Ask children to save any messages or pictures and not to delete them.
- Ask for phones and devices to be handed over, if in school. This is not as a punishment but to preserve evidence which will help protect the children involved and help to resolve the allegation.
- Switch off devices and inform parents. Store in a safe place.
- **DO NOT OPEN, VIEW OR SHARE ANY IMAGES. THIS IS A CRIMINAL ACT.**
- If devices are at home, call parents immediately and ask for them not to view, open or share any images.
- Ask them to switch off the devices and store them in a safe place/bring into school if Police request for this to be done.

### **Aftercare:**

All actions as above  
Provide Internet Watch Foundation Report Remove toll to parents if no further action from Police, if they have not already provided this to the family.  
Continue with Online Safety education in school.  
DSL/DDSL to liaise with any outside agencies working with the children and families.



## Appendix 3: JEA 5 Stages of Behaviour Sanctions and Next Steps for Children.

# James Elliman Academy: Behaviour Sanctions and Next Steps

Stage	Behaviour	Sanction/Reflection	Strategies for Support/ Next Steps
1 Low-Level Disruption Teacher (Not recorded beyond classroom)	<ul style="list-style-type: none"> <li>Inappropriate moving in class.</li> <li>Calling out and interrupting.</li> <li>Making silly noises, faces or unnecessary talking.</li> <li>Pushing in line.</li> <li>Running indoors.</li> <li>Disrupting others when transitioning around the school.</li> <li>Shouting indoors.</li> <li>Lack of focus in lessons that disrupts own learning.</li> </ul>	<ul style="list-style-type: none"> <li>Give a first verbal warning.</li> <li>Give a second verbal warning.</li> <li>Time to discuss and reflect</li> <li>Use visuals for children in EYFS/Nursery and children with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact</li> <li>Catch them being good/praise positive choices</li> <li>Reference to class rules.</li> <li>Provide consistent reminders of your high expectations.</li> <li>Check suitability of work; too hard; too easy; support materials; understands SC/instructions</li> <li>Praise other children around them to give highlight correct behaviour.</li> <li>Offer indirect praise for children who do not accept praise well.</li> <li>Informal conversation with parents after school</li> <li>This does not need to be recorded on CPOMs</li> <li>Provide opportunities for child to redeem themselves. Recognise and praise this.</li> </ul>
2 Mid-Level Behaviour Year Leader (Record on CPOMs)	<ul style="list-style-type: none"> <li>Deliberate rule breaking despite level 1 strategies being implemented</li> <li>Taking other pupils' things without permission;</li> <li>More regular disruption in class, impacting on other pupils' learning time</li> <li>Uncooperative behaviour, such as refusing to work</li> <li>Answering back to an adult.</li> <li>Off-hand or disrespectful comments to staff or children.</li> <li>Leaving class without permission.</li> <li>Persistent time wasting.</li> <li>Name calling.</li> <li>Deliberately embarrassing another child.</li> <li>Disrespecting personal space and privacy.</li> <li>Poor lunchtime behaviour e.g. rough play, causing injury, not listening to lunchtime supervisors, not following procedures for lining up, coming into the building without permission, deliberately upsetting other children.</li> </ul>	<ul style="list-style-type: none"> <li>Lose whole of breaktime or 15 minutes of lunchtime.</li> <li>Apology made in child's preferred choice e.g. picture, letter, verbally.</li> <li>Child to explain to teacher how they will change their behaviour to prevent a repeat of the behaviour.</li> <li>Pupil sent to Year Leader's class if behaviour is repeated again.</li> <li>Whole class discussion on reminders about personal space and safe play.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with strategies from level 1</li> <li>Inform Lunchtime Assistants, HLTA's, PPA teachers and supply teachers.</li> <li>Formal conversation between Year Leader, Teacher and parents after school or via phone to establish any reasons for the change in behaviour choices. Explore behaviour at home.</li> <li>This does need to be recorded on CPOMs</li> <li>Behaviour support card issued after second warning – parents informed. Review after one week.</li> <li>Social story to help children with additional needs understand their behaviour.</li> <li>Provide opportunities for child to redeem themselves. Recognise and praise this.</li> </ul>
3 High-Level Behaviour VP/ DP (Recorded in CPOMs)	<ul style="list-style-type: none"> <li>Deliberately hurting others, verbally, physically, in person or online.</li> <li>Bullying/cyber-bullying (child on child abuse), in or out of school</li> <li>Deliberately damaging school/pupil's property.</li> <li>Sexual harassment/unwanted conduct of a sexual nature, online, offline as well as physically, e.g. violating a child's dignity, feeling intimidated, degraded, humiliated.</li> <li>Repeatedly leaving class without permission.</li> <li>Repeated refusal to co-operate.</li> <li>Repeated challenge to authority.</li> <li>Aggressive physical behaviour towards children and adults.</li> <li>Repeated unacceptable language or swearing</li> <li>Derogatory language aimed at diverse groups e.g. gender, race, age, disability, ethnicity, sexuality</li> </ul>	<ul style="list-style-type: none"> <li>Internal break time exclusion &amp; lunchtime exclusion with VP or DP.</li> <li>Formal meeting between VP/DP, YL, Teacher and parents/carers.</li> <li>Apology made in child's preferred choice e.g. picture, letter, verbally.</li> <li>Child to explain to teacher how they will change their behaviour to prevent a repeat of the behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Record on CPOMs with reasons for sanctions given. Select serious inappropriate behaviour in cases of suspected child on child abuse.</li> <li>Formal meeting with all parents involved (Victim and perpetrator)</li> <li>DSL/DDSL to gather wishes and feelings from all children involved, and involve them in the decision making of what happens next.</li> <li>Provide support for all children involved. Provide mental health champion check ins for victim and work with perpetrator to educate them and reduce the risk of repeating the behaviour.</li> <li>Social story to help children with additional needs understand their behaviour.</li> <li>Behaviour support card issued – parents informed. Review after two weeks.</li> <li>Liaise with SENDCo to create or update a risk assessment/ Positive handling plan where a child could be at risk of harm to self or others.</li> <li>DSL/DDSL to decide if behaviour can be managed within the school or needs to be referred to Early Help/SEBDOS.</li> <li>In cases of sexual harassment, Safeguarding team to decide actions and document decisions, reasons for decisions and outcomes. Decisions could be: <ul style="list-style-type: none"> <li>1 Manage internally or</li> <li>2. Early Help.</li> </ul> </li> <li>Liaise with DSL to utilise the Brook Traffic Light Tool for harmful sexual behaviour.</li> <li>Provide opportunities for child to redeem themselves. Recognise and praise this.</li> </ul>

<p>4 Very Serious Behaviour Principal (Recorded in CPOMs)</p>	<ul style="list-style-type: none"> <li>▪ Repeatedly leaving classroom without permission or in defiance of class</li> <li>▪ teacher's instructions, despite support being put in place at level 3.</li> <li>▪ Repeated behaviour that is clearly impacting on other children's well-being and learning.</li> <li>▪ Fighting and intentional physical harm to other children.</li> <li>▪ Throwing any object as a weapon to intentionally hurt others.</li> <li>▪ Verbal abuse to staff and pupils.</li> <li>▪ Stealing and vandalism.</li> <li>▪ Serious challenge to authority.</li> <li>▪ Persistent bullying.</li> <li>▪ Child on child abuse – use of sexualised comments, sexual stories, lewd comments, sexual jokes, deliberate physical sexual behaviour such as brushing past or touching clothes, displaying pictures, photos or drawings of a sexual nature, youth produced sexual imagery, online sexual harassment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spoken to by Principal/DP</li> <li>▪ Internal exclusion.</li> <li>▪ Formal meeting between Principal and parents/carers – followed up in a written letter</li> <li>▪ Apology made in child's preferred choice e.g. picture, letter, verbally.</li> <li>▪ Child to explain to teacher how they will change their behaviour to prevent a repeat of the behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Arrange meetings with parents. Principal/DP/SENDCo and DSL to attend.</li> <li>▪ Behaviour incident report made out; sent to SENDCo/VP/DP for Inclusion via CPOMs.</li> <li>▪ Behaviour support card/social story continued.</li> <li>▪ SENDCo/VP/DP//DSL to seek Parents'/carers' permission to refer to outside agencies: Early Help, SEBDOS, SAFE!, Youth Justice Team, CAMHS, Getting Help Team and/or Behaviour Panel/Slough SEND for urgent annual review for pupils with EHCP.</li> <li>▪ Place pupil on SEND register as SEMH if not already on SEN register.</li> <li>▪ For children who are not aware of their actions due to high needs SEND, review risk assessment, provision and school timetable. Consult specialist working with the child for advice.</li> <li>▪ SENDCo convene a solution circle.</li> <li>▪ SENDCo to create or update a risk assessment/ Positive handling plan where a child could be at risk of harm to self or others.</li> <li>▪ Two members of staff to manage cases of sexual harassment. Safeguarding team to decide actions and document decisions, reasons for decisions and outcomes. Decisions could be: <ul style="list-style-type: none"> <li>▪ 1 Manage internally,</li> <li>▪ 2. Early Help,</li> <li>▪ 3 Referral to local authority children's social care, or</li> <li>▪ Police referral</li> </ul> </li> <li>▪ Risk needs assessment created or updated and reviewed regularly.</li> <li>▪ Liaise with DSL to utilise the Brook Traffic Light Tool for harmful sexual behaviour.</li> <li>▪ Provide opportunities for child to redeem themselves. Recognise and praise this.</li> </ul>
<p>5 Extremely Serious Behaviour Principal's Office and in Pupil Record)</p>	<ul style="list-style-type: none"> <li>▪ Behaviour clearly dangerous to self or other members of the school.</li> <li>▪ Complete rejection of authority.</li> <li>▪ Verbal/ physical abuse to any staff member or pupil.</li> <li>▪ Running out of school grounds.</li> <li>▪ Serious damage or vandalism to school, staff or pupil property.</li> <li>▪ Serious or persistent sexual harassment or sexual violence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Suspension in line with suspension guidance</li> <li>▪ Formal meeting between CEO, Principal/DSL and parents/Carers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referral to Behaviour Panel to be made if continued exclusions are likely.</li> <li>▪ Exclusions policy to be followed.</li> <li>▪ Behaviour pertaining to lunchtime will result in exclusion at lunchtime only.</li> <li>▪ Return to school planned through a part- time or reduced attendance, if appropriate.</li> <li>▪ Full-time Learning Mentor/TA support for defined period of return to school. Link to mental health champion for support.</li> <li>▪ Principal/Deputy Principal/Vice Principal will set up a return to school meeting with parents/carers.</li> <li>▪ Academy Councillors will be informed of situation; strategies and provision that school have implemented and decisions made in respect of this pupil's placement. Referral to external support agencies.</li> <li>▪ Two members of staff to manage cases of sexual harassment/ sexual violence. Safeguarding team to decide actions and document decisions, reasons for decisions and outcomes. Decisions could be: <ul style="list-style-type: none"> <li>▪ 1. Referral to local authority children's social care, or</li> <li>▪ 2. Police referral</li> </ul> </li> <li>▪ Risk needs assessment created or updated and reviewed regularly.</li> <li>▪ Reintegration meeting following return to school.</li> <li>▪ Provide opportunities for child to redeem themselves. Recognise and praise this.</li> </ul>

\*This poster is a summary of the five stages model for managing behaviour expectations in school. For further detail please refer to the Behaviour Policy.

**Appendix 4: Risk Assessment for Sexual Violence and Sexual harassment in school**

Area of risk	Considerations	Child A	Child B	Notes	Actions
<b>Details of the incident</b>  (views of both children and any witnesses)					
<b>Social risks</b>					
<b>Physical risks</b>					
<b>Environmental risks</b>					

Date	Updates made	Reasons for updates	Updates made by