Bishop Perrin Church of England Primary School

Behaviour Policy
(including Positive Handling and Statement of Behaviour Principles and Mobile Phones in Schools)

Statutory Policy

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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1 INTRODUCTION

The staff and governors of Bishop Perrin School have a duty to ensure an orderly environment within which all children and adults can feel respected and safe and where positive behaviour is reinforced. Furthermore, it is acknowledged that society expects safe and responsible behaviour as an important outcome of the education process.

We have a core belief that our role as educators is to support children to make safe and responsible choices for their behaviour.

Adults in the school act as role models for children. They have a responsibility to model high standards of behaviour, both in their dealings with children and with each other.

This policy has been formulated and written in consultation with children, staff, governors and parents. It also takes into consideration advice and guidance from the DfE:

- Behaviour in Schools Advice for headteachers and school staff February 2024
- Searching, Screening and Confiscation Advice for schools July 2022
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024
- Mobile Phones in Schools Guidance 2026

The **purpose** of this policy is to:

- Outline how children are expected to behave and treat each other in line with the school's Christian ethos and spiritual values
- Provide a consistent approach to behaviour management across the school
- Define what we consider to be unacceptable behaviour
- Define how incidents of bullying and child-on-child abuse are dealt with
- Summarise the roles and responsibilities of designated staff and leaders
- Outline the system of rules, routines, rewards and consequences
- Define how and when physical intervention will be used
- Define the process and steps for exclusion
- Define the roles and responsibilities of designated staff and the support provided to children with additional needs where those needs might affect behaviour
- List items which are banned by the school and for which a search can be made
- Communicate a clear approach for prohibiting the use of mobile phones in school throughout the school day

2 OUR SCHOOL VISION

Our school vision, "Celebrating learning together in faith, hope and love" is at the heart of everything that we do at Bishop Perrin School. We encourage children to love one another and themselves in the way in which we interact

with and treat one another. We aim to instil a sense of belonging within the school and wider community. We encourage children to celebrate diversity; to be inspired by faith and with reference to the teachings of Christianity and other faiths. We celebrate and value people of all faiths and none and promote tolerance and understanding of those whose beliefs may differ from our own. We have hope that we can work together to change ourselves and the world for the better, through our behaviour and respect for one another and the world around us.

The annual worship schedule incorporates aspects of each of the spiritual values. Teaching of the spiritual values includes links to the Bible and other religious and non-religious texts. Children are encouraged to reflect upon what they can learn from each story and how this can impact upon their behaviour.

3 WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

The Education and Inspections Act 2006 and DfE guidance document for governing boards (Behaviour and Discipline in Schools, 2015) requires the governing board to make and frequently review a written statement of general behaviour principles to guide the headteacher in determining measures to promote positive behaviour.

The governors at Bishop Perrin School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. Governors aspire to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to every child. Our aim is to enrich the lives of all our children by pursuing an inclusive policy towards our children, which celebrates diversity, understands the importance of common identity and reflects our Christian values.

The governors of Bishop Perrin School expect any policy or actions to be in accordance with their responsibility under equality legislation.

Our school's Behaviour Policy is underpinned by the following principles:

- ✓ To promote self-esteem, self-discipline and positive relationships within a Christian ethos and Bishop Perrin School's school values
- ✓ That every child understands that they have the right to feel safe, welcomed, valued and respected, and to learn and achieve free from the disruption of others
- ✓ The school has high expectations of everyone and will actively promote equality of value to ensure that all children, staff and visitors are free from any form of discrimination
- ✓ That staff, governors and volunteers will always set an excellent example to children
- ✓ The Bishop Perrin 5 Bs is understood by children, staff, parents and governors; and that the school's expectations and strategies are widely known and understood

- ✓ To encourage consistency of response to both positive and negative behaviour using clearly defined rewards and consequences
- ✓ To involve families in behaviour incidents, where appropriate, to foster shared responsibility for behaviour between staff, children and parents, and between school and the children's home lives
- ✓ To create an environment which encourages and reinforces positive behaviour and mutual respect amongst all members of the school community
- ✓ To define acceptable standards of behaviour with clear boundaries
- ✓ To encourage everyone to treat others the way they would like to be treated
- ✓ That exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

4 DEVELOPING A POSITIVE BEHAVIOUR CULTURE AND ETHOS

Bishop Perrin School develops a positive behaviour culture and ethos within the school based on these principles:

- All children and staff are to be treated equally and fairly with the needs of each child being taken into consideration
- Positive behaviour is actively promoted and celebrated
- The school's behaviour strategies are supportive, applicable to an adult and sustainable
- High expectations are maintained throughout all aspects of school life with clear routines and systems in place
- Adopting a zero-tolerance approach to bullying and harmful sexual behaviours (HSB)
- Low-level disruption is dealt with firmly and decisively
- A consistent and fair approach is used to deal with inappropriate behaviour choices
- Staff model positive and respectful behaviours
- A supportive school environment is created and maintained to encourage children to be engaged and take responsibility for their actions

Specific Approaches used at Bishop Perrin School
On induction, staff who work directly with children will be given training to use the following techniques and strategies to maintain a positive, consistent and sustainable behaviour culture across the school.

Ali McClure's "Building Brilliant Behaviour" *

- The "Three Fs" for adults to use to support children when dealing with conflict
- "Counting Kindnesses" and "Dealing With Difficulties" to celebrate modelled behaviour and to facilitate behaviour coaching in the school
- Utilising the "FingerTips" strategies to develop reflective learners and to encourage self-regulation.

See Appendix 1 for further information.

Emotional Regulation

'Social Thinking' strategies including 'Zones of Regulation' and 'Size of the Problem' are used to develop awareness of feelings, energy and alertness in children. The strategies used develop self-regulation, pro-social skills, self-care and overall wellness. The simple, common language and visual structure of the Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. Staff will use the following strategies and approaches:

- Using specific language to describe a child's behaviour - expected and unexpected behaviour. Expected behaviours are the behaviours that allow positive interactions between people in society. The Bishop Perrin 5 Bs are the expected behaviours in the school and are taught consistently. Examples include; making positive choices, careful listening, sharing with others, being kind, taking care of property and being respectful towards others. Unexpected behaviours are behaviours that can give rise to conflict and unfair treatment of others. Examples include: rudeness, disrespectful and unkind behaviour towards others, physical or emotional hurt, disrupting lessons and damaging property.
- Visual prompts around the school to encourage staff and children to use consistent language and vocabulary to illicit how children are feeling and what steps can be taken to resolve a situation
- The 'size of the problem' approach. This is used to help and support children to rationalise and put any concerns or worries into context whilst building their capacity to self-coach to be able to cope with similar situations in the future.

Trauma – Informed and Attachment – Aware Practice

Bishop Perrin School is a bronze level AfC Attachment Aware School. All stakeholders are supported to understand how attachment and trauma experiences can affect a child's development and therefore their behaviour. Staff are trained in Emotion Coaching to support children to understand and regulate their behaviour. A consistent approach to understanding why children behave as they do is adopted with professionals adopting a curiosity approach when exploring and understanding children's behaviour whilst also building sustaining connections with individuals and groups of children.

5 ROLES AND RESPONSIBILTIES

The Governing Board

The governing board of Bishop Perrin School is responsible for reviewing and approving the written 'Statement of Behaviour Principles' for the school.

The governing board will review and ratify the Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy in conjunction with the headteacher. They will monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher
The headteacher, in conjunction with Bishop Perrin School staff; the nominated governor responsible for behaviour and attitudes; and the governing board, is responsible for reviewing this policy.

The headteacher will ensure that the school environment encourages positive behaviour; that staff deal effectively with inappropriate behaviour; and will monitor how staff implement this policy to ensure it is applied consistently.

The Deputy Headteacher and Inclusion Leader
The Deputy Headteacher will work alongside the headteacher to have a strategic oversight of standards of behaviour within the school. They will assist in the analysis of behaviour incidents across the school to identify patterns and trends and advise on strategies and interventions to address these issues. They will be responsible for overseeing staff training and CPD regarding behaviour and provide advice and guidance to staff to support individual children who are exhibiting behavioural issues or concerns. Where appropriate, external advice will be sought for early intervention.

Staff
Staff are responsible for:

- modelling positive behaviour to be good role models
- implementing the expectations laid out in the school's Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy consistently
- taking a zero-tolerance approach to acts of bullying and harmful sexual behaviours (HSB)
- taking a zero-tolerance approach to discriminatory behaviour of any kind in line with the school's safeguarding policy
- providing a personalised approach to the specific behavioural needs of particular children, considering any SEND needs and/or diagnoses
- recording and following up incidents of inappropriate behaviour on CPOMs

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents / Carers and families
We give high priority to developing a positive partnership with parents/carers and to communicating clearly as these are crucial in promoting and maintaining high standards of behaviour.

On joining Bishop Perrin School, parents/carers are asked to acknowledge that they will support and adhere to the parental expectations as set out in the home school agreement. This includes supporting their child to uphold the expectations of the Bishop Perrin School 5 Bs. In addition to this, when children attend a residential school journey (usually in Years 5 and 6), both children and parents are asked to sign a code of conduct before each visit takes place.

The school will not tolerate any aggressive behaviour shown to staff by parents and carers in person, on the telephone or online.

Children

The Bishop Perrin School 5 Bs have been developed in consultation with school council, staff, the school's parent forum and governors and give clear expectations for children's behaviour towards each other, towards members of staff, and around the school environment. The 5 Bs are underpinned by the school's own spiritual values and the British Values which includes abiding by the rule of law and having mutual respect and tolerance for others. See Appendix 2 for the Bishop Perrin 5 Bs.

The Bishop Perrin School 5 Bs:

- ✓ Be respectful and honest
- ✓ Be kind
- ✓ Be safe
- ✓ Be a role model
- ✓ Be independent

The Bishop Perrin School 5 Bs are displayed in all classrooms and introduced to the children age-appropriately at the start of every year.

The 5 Bs are reinforced by a clear system of rewards and consequences. The 5 Bs leaflet details procedures for dealing with misbehaviour and serious misbehaviour.

6 REWARDING POSITIVE BEHAVIOUR

We will always aim to manage behaviour with positive reinforcement of appropriate action but recognise that this is not always possible and that consequences may be necessary.

Positive behaviour will be rewarded with:

- ✓ Verbal and non-verbal praise
- ✓ House rewards for academic work and positive behaviour (Years 1-6)
- ✓ Achievement certificates
- ✓ A termly acknowledgement (for example a non-uniform day) for the house with the most rewards at the end of each term
- ✓ Conversations with parents about their child's positive behaviour
- ✓ Positive stickers – to stick onto written work and for children to wear
- ✓ Acknowledgement of positive behaviour from a member of SLT
- ✓ Special responsibilities and privileges within the class around the school
- ✓ Where appropriate, sharing of good pieces of work via the school's Instagram account
- ✓ Year 6 leadership and responsibility opportunities

7 UNEXPECTED BEHAVIOUR AND LEVELS OF MISBEHAVIOUR

Listed below are some of the common incidents of inappropriate and unexpected behaviour by children that would be dealt with in line with this policy. This list is not exhaustive and each incident will be dealt with on a case-by-case basis. Where a child has been identified or diagnosed with SEND, there is a shared understanding that these behaviours might arise as a result of their needs, diagnosis and circumstances. As such, situations will be dealt with on a case-by-case basis so that the behaviour is addressed and the child is supported to regulate their emotions and feelings to help them communicate appropriately.

The list below also details which members of staff will deal with incidents and which incidents would be escalated to a senior member of staff from the Senior Leadership Team (SLT).

Unexpected behaviour displayed by children is behaviour that is not typical of them or their age and stage of development. It is dealt with according to this policy but low-level incidences may not be recorded.

Misbehaviour occurs when children intentionally and repeatedly do not follow agreed rules and expectations.

Examples of **misbehaviour** include, but are not limited to:

- Name-calling, teasing, and unkind behaviour to other children
- Poor attitude and learning behaviour during lessons
- Low-level disruption in lessons; when moving around the school; and at break and lunchtimes
- Non-completion of classwork
- Deliberately wearing incorrect school uniform/deliberately not complying with the school uniform policy (depending on circumstances)
- Inappropriate sexualised comments made by children that can be considered to be developmentally inappropriate or associated with a child's cognitive functioning

Incidents of **misbehaviour** will be dealt with in the first instance by the member of staff who is present at the time of the incident. This could be class teachers; teaching and learning assistants (TLAs); playleaders (on the playground); coaches and tutors.

Incidents of **misbehaviour** will be recorded on CPOMs. Class teachers use their discretion to determine when to record incidents. All low-level lunchtime incidents are recorded on CPOMs by the play team leader to allow for patterns of behaviour to be spotted. At playtimes, the teacher on duty deals with the incident and reports it (if appropriate) to the child's class teacher who will decide whether or not to record it.

If a member of staff is in any doubt about the seriousness of an incident of inappropriate behaviour, they will seek guidance.

Incidents of **serious misbehaviour** are dealt with by a member of SLT immediately and could involve the Inclusion Leader if the child involved is on the school's SEND register. These will always be recorded on CPOMs.

Examples of **serious misbehaviour** include, but are not limited to:

- Repeated breaches of the Bishop Perrin School 5 Bs
- Repeated incidents of **misbehaviour**, as detailed above
- Bullying behaviour towards another child
- Malicious allegations against another child or member of staff
- Racist, sexist, homophobic or discriminatory behaviour and language towards another child or group of children, vandalism, theft (of school or another child's property), fighting, physical assault, spitting, smoking or vaping on the school site and the possession of any prohibited items.

Prohibited items include, but are not limited to: mobile phones, knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, vaping equipment, fireworks, pornographic images and any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child) and the school.

Harmful sexual behaviours (HSB) are considered to be **serious misbehaviour**.

A note about mobile phones – mobile phones for children are not allowed in school. However, for children in **Year 5 and 6 only** who are on the walk to / from school register, non-smartphones are permitted and these must be turned off before they enter the school premises and handed into the school office upon arrival at school (before going into class) and will be returned at the end of the day. Pupils can turn their phone on once they have left the school premises. It is the child's responsibility to make sure they have collected their phone before the end of the school day.

In exceptional circumstances, for example, when the technology on a smart device is required to monitor a health condition or support a specific need for a child with an EHCP, it may be that a smartphone is permitted in school. This is decided on a case-by-case basis and will be recorded on the child's Individual Health Plan or Learning Support Plan.

Consequences for misbehaviour

Where it has been established that a child's behaviour has not been in-line with the expectations of the 5Bs or their behaviour can be classified as serious misbehaviour, the child will speak with a member of staff to give them the opportunity to reflect on the situation and choice/s. When discussing the choice/s they made and/or the circumstances that initiated the misbehaviour, they will be given the opportunity to consider what might have been able to help them to have avoided the incident.

Staff may use one or more of the following consequences in response to a child not following expectations in the 5Bs:

- A verbal reprimand by a member of staff (individual names of children who have been given a verbal reprimand are not publicly displayed)
- Establishing a personalised motivation chart for a child

- Children may be asked to stand outside their classroom, under the supervision of a member of staff, for a conversation about their behaviour to take place. This consequence would be used to maintain the stability of the learning environment for all children and to allow the child to regain calm before re-joining the class.
- Finishing uncompleted classwork at lunchtime under the supervision of a member of staff
- Loss of some (or all, depending on the severity of the incident) of lunchtime break outside, under the supervision of a member of staff. Movement breaks will be maintained.
- Loss of privileges or responsibilities
- Referring a child to a member of SLT, under the supervision of another member of staff
- A phone call to parents to inform them of a behaviour incident involving their child by either a child's class teacher or member of SLT
- A meeting with parents with a child's class teacher, and, if deemed appropriate, a member of the SLT
- Being sent to another classroom/room in the school to complete classwork for an amount of time proportionate to the severity of the serious misbehaviour. If removal occurs, parents will be informed as to the reason/s for their child's removal from their classroom (see "Removal from Classrooms" section below) and it will be recorded on a child's school record.
- Sent to the Headteacher / Leadership Offices to complete classwork for an amount of time proportionate to the severity of the serious misbehaviour. If this occurs, parents will be informed as to the reason/s for their child's removal from their classroom (see "Removal from Classrooms" below) and it will be recorded on a child's school record via CPOMs.
- In the event of an incident of HSB or discriminatory behaviour, and taking into account the wishes and feelings of the individual impacted by the behaviour, the instigator of the HSB will be separated / segregated from the individual impacted by the behaviour. This could apply to the classroom, the playground and at lunchtime.

Removal from Classrooms

Taken from Behaviour in Schools (page 23)

Removal is where a child, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a child is asked to step outside of the classroom briefly for a conversation with a staff member to reset their behaviour and asked to return following this.

The use of removal should allow for continuation of the child's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the child.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

Removal should be used for the following reasons:

- *to maintain the safety of all children and to restore stability following an unreasonably high level of disruption;*
- *to enable children whose behaviour is disruptive to be taken to a place where education can be*
  continued in a managed environment; and
- *to allow the child to regain calm in a safe space.*

The Headteacher will;

- *maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy;*
- *make sure the reasons that may lead to children being removed are transparent and known to all staff and children;*
- *outline in the behaviour policy the principles governing the length of time that it is appropriate for a child to be in removal;*
- *ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff*

When dealing with individual removal cases, Headteachers and teachers should:

- *consider whether any assessment of underlying factors of disruptive behaviour is needed;*
- *facilitate reflection by the child on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;*
- *ensure that children are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a child from leaving a room in order to protect the safety of children and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;*
- *ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;*
- *if a child has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the child is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head*

Children should not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. Staff supervising areas used for removal should be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage children with a variety of challenging behaviours and contexts.

Searching and Confiscation

Conducting a search

Only the Headteacher, or a member of staff authorised by the headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items, or all prohibited items listed on page 12 (this includes mobile phones).

In the event that a search of child is to be carried out, there will always be two members of staff in attendance, one of whom will be a member of SLT. As best as is feasible, the member of staff carrying out the search will be the same sex as the child who is being searched.

The members of staff conducting the search should ensure the child who is to be searched understands the reason for the search and how it will be conducted so that their agreement is informed. When exercising their powers to carry out a search, schools must consider the age and needs of children being searched. This includes the individual needs or learning difficulties of children with Special Educational Needs and Disability (SEND), making reasonable adjustments that may be required where a child has a disability.

A member of staff may search a child's outer clothing, pockets, possessions (including school bags), desks or lockers. The person conducting the search must not require the child to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

A child's possessions can only be searched in the presence of the child and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The Designated Safeguarding Lead (or Deputy DSL) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item as listed. The staff member should also involve the DSL without delay if they believe that a search has revealed a safeguarding risk.

Any search by a member of staff for a listed prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL to identify possible risks and initiate a safeguarding response if required. Headteachers may also decide that all searches for items banned by the school rules should be recorded.

Parents should always be informed of any search for a listed prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any consequences applied.

Confiscation
Any prohibited items found in a child's possession will be confiscated**.** Where the item/s are identified as being illegal, then advice and guidance will be sought from the school's Safer Schools police officer.

The school will also confiscate any item which is harmful, or detrimental to school discipline. These items will be returned to children after discussion with the headteacher, and where appropriate, parents.

School staff can confiscate, retain or dispose of a child's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

In the case of confiscation of a child's mobile phone, the mobile phone will be returned to the child's parents after a minimum of five school days, irrespective of weekends or school holidays. The child will no longer be permitted to bring a phone to school.

8 BEHAVIOUR CAUSING SERIOUS CONCERN

Where a child's behaviour causes serious concern, steps are taken to address this. These may include:

- Discussion with the child's parent or carer by the child's class teacher and a member of SLT
- Regular monitoring of the child's behaviour by a member of SLT
- Discussion with the child's class teacher and the Inclusion Leader to devise appropriate behaviour targets on a Learning Support Plan or the development of a child specific risk management plan for the child whose behaviour is a cause for concern
- Making a referral to the Local Authority's Education Inclusion Support Service (EISS)
- As a last resort, exclusion.

Education Inclusion Support Service (EISS)

The Education Inclusion Support Service (EISS) offers consultancy on all aspects of inclusion including behaviour management approaches, systems and policies. Schools can refer via a remote consultation form for a rapid response and access to a remote consultation with a specialist teacher.
EISS Remote Consultation Online Form

For longer and more complex work, schools can refer via the Early Advice and Intervention Panel using the **EAIP Referral Form.docx**

Further information about the services that the EISS can be accessed from the EISS website: **EISS Local Offer and Referral Forms**

The EISS Waves Model of Support and how to access

9 PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

In discussion, the class teacher and the inclusion leader will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will be sought from the Local Authority's Education Inclusion Support Service and other professionals to identify or support specific needs.

Where acute needs are identified in a child, the school, with guidance from the EISS and other external professionals, will establish a support plan and risk assessment for the child. We will work with parents to create the plan and review it on a regular basis.

10 HARMFUL SEXUAL BEHAVIOURS (HSB)

Bishop Perrin School takes a zero-tolerance approach to sexual violence and sexual harassment, both of which fall under the category of harmful sexual behaviours (HSB).

HSB are:

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - ✓ Sexual comments and taunting directed at another child or group of children
  - ✓ Sexual jokes
  - ✓ Unconsented physical involvement/touching of another child or group of children
  - ✓ Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

When considering HSB, ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than

two years' difference in age or if one of the children is pre-pubescent and the other is not.

Children and young people typically display a range of sexualised behaviours as they grow up. However, some may display problematic or abusive sexualised behaviour. This is harmful to the children who display it as well as the people it's directed towards.

Everyone who works or volunteers with children should be able to distinguish developmentally typical sexual behaviour from sexual behaviours that are problematic or harmful. Therefore, in line with guidance from the Kingston and Richmond Safeguarding Children Partnership to ensure consistent local practice, Bishop Perrin School will use the Hackett Continuum as a means of identifying levels of concern regarding HSB. Further guidance about using the Hackett Continuum can be found on the NSPCC webpage Understanding sexualised behaviour in children.

The school has access to advice and guidance for professionals via the Harmful Sexual Behaviours Support Service. The service is available from 8am - 8pm Monday - Friday and the contact telephone number is: 0344 225062.

Children's sexual behaviours exist on a wide continuum, starting from a green RAG-rating of developmentally typical (normal), moving to an amber RAG-rating of problematic (inappropriate) and then a red RAG-rating of harmful (abusive and/or violent). The NSPCC's descriptors for the Hackett Continuum can be found in Appendix 3.

The context for identifying where an incident of sexualised behaviour sits on the continuum is very important. For example, the same behaviour but in different contexts will feature on different parts of the continuum.

HSB will be considered in a safeguarding context. Bishop Perrin School recognises that children displaying HSB have often experienced their own abuse and trauma and they will be offered appropriate support if deemed appropriate.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- proportionate
- considered
- supportive
- decided on a case-by-case basis

Children can report incidents of online sexual abuse, violence and harassment anonymously via the Child Exploitation and Online Protection (CEOPs) reporting button on the school's website.

The school will follow its procedures for a safeguarding disclosure when responding to an allegation of HSB or concerns regarding a child's safety. This

includes clear processes for responding to a report of HSB which will initiate a thorough investigation and a risk assessment. If the allegation is found to be proven, then the following next steps will be considered:

- Manage the incident internally
- Refer to early help services via Local Authority
- Refer to children's social care
- Report to the police

Consequences for instigators of HSB will be in-line with those laid out in Section 6 of this policy. The wishes and feelings of the individual/s impacted by the behaviour of HSB will be taken into account when considering appropriate consequences.

Learning about consent, respectful behaviour, body confidence, self-esteem and positive and healthy relationships is the foundation of the school's RHSE curriculum. See the RHSE policy for more detail.

Further information about how the school deals with HSB can be found in the school's Child Protection and Safeguarding Policy.

Further information about HSB can be found on the NSPCC website: NSPCC Harmful Sexual Behaviours.

11 BEHAVIOUR OUTSIDE OF SCHOOL

Children are expected to behave and adhere to the Bishop Perrin School 5 Bs to the same high standard when representing the school off-site in the same way as if they were on the school premises. Consequences may be applied where a child has misbehaved off-site when representing the school. This could occur when a child is:

- taking part in any school-organised or school-related activity (for example; day trips, residential visits and sporting events)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a child of our school.

Consequences may also be applied where a child has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another child or member of the public
- could adversely affect the reputation of the school

Consequences will only be given on school premises or elsewhere when the child is under the lawful control of school staff (e.g. on a school-organised trip).

In all situations which apply to the above, parents/carers will be informed about the inappropriate behaviour and, if appropriate, what the consequence will be (or was, if the consequence was imposed whilst on a residential trip).

12 SAFEGUARDING

The school recognises that behaviour, and changes in behaviour are a form of communication and as such may be an indicator that a child is in need of help or protection. We will consider whether a child's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow guidance as laid out in the school's Child Protection and Safeguarding Policy.

13 MALICIOUS ALLEGATIONS

Where a child makes an allegation against another child or a member of staff and the allegation is shown to have been deliberately invented or malicious, the school will implement consequences appropriate to the nature of the allegation in accordance with this policy.

In all cases where an allegation against a member of staff is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer - LADO, where relevant) will consider whether the child who made the allegation needs help, or if the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will implement consequences appropriate to the nature of the allegation in accordance with this policy.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Further information about how the school deals with allegations of abuse against children and staff can be found in the school's Child Protection and Safeguarding Policy.

14 POSITIVE HANDLING - USE OF REASONABLE FORCE

Corporal punishment by school staff is illegal under any circumstance and no form of physical punishment is permitted in the school.

We do not support the routine use of physical intervention but it is acknowledged that there may be rare occasions where the use of reasonable force may be necessary when all other methods have failed. Positive handling will only be used as a last resort if all other strategies to de-escalate a situation have failed. The member of staff initiating physical intervention techniques will be mindful that their actions are measured and proportionate.

Positive handling is used with the minimum force necessary and where the degree and duration of the force is proportional to the circumstance. It is used as an act of care, never as punishment and at all times it will be used in a way that maintains the safety and dignity of all concerned.

At Bishop Perrin School, in line with guidance and recommendations from the Local Authority, staff will use positive handling techniques as trained by AfC EISS (Education and Inclusion Support Service).

The Headteacher will clearly identify the staff authorised to use positive handling techniques having undertaken EISS training, bearing in mind that any member of staff is entitled to intervene in an emergency. Members of staff identified as being authorised to use positive handling will attend appropriate training to inform them of the legal framework in which they can use physical intervention and safe and appropriate techniques that can be used in school.

Positive handling will only be used in school, during school time or during an authorised school activity, with the member of staff utilising physical intervention carrying out dynamic risk assessments as a means of acting quickly to de-escalate a situation. The circumstances where reasonable force may be required are as follows:

- Where action is necessary in self-defence or because there is imminent risk of injury e.g. a child attacks a member of staff or another child or where children are fighting
- Where there is developing risk of injury or significant damage to property; e.g. a child is engaged in or on the verge of committing deliberate damage or vandalism to property
- Where a child is behaving in a way that is compromising good order and discipline in the school, for example, a child who is persistently refusing to follow a direct instruction from a member of staff on the playground or in the classroom or who is behaving in a way that is seriously disrupting a lesson and the education of other children

Physical intervention may take a number of forms, for example:

- physically interposing between children

- standing in the way of children
- holding, pushing or pulling
- leading away from the incident by the hand, shoulder or gentle pressure on the centre of the back
- using more restrictive holds (in more extreme circumstances only and for which appropriate training will have been undertaken)

All incidents of positive handling will be reported to the Headteacher. Details of incidents will be recorded on CPOMs. Details of the incident will be retained in line with the school's Data Retention Policy.

We believe that some use of appropriate, positive physical contact with children can contribute to our development as a safe and friendly school. Physical contact may be necessary when working with younger children who may need encouraging or guiding; children requiring first aid; children receiving coaching in sport or other curriculum activity; or children in distress. If there is information to suggest that a child is likely to behave in a way that may require positive handling, physical control or restraint, a risk assessment is undertaken (see Appendix 4). Staff will make professional and sensitive judgements about the nature and extent of their physical contact with children within the parameters of the school's Staff Code of Conduct, Child Protection and Safeguarding Policy and professional standards.

The school adheres to the guidance as laid out in the following document: Department for Education's Use of Reasonable Force; Advice for Head teachers, Staff and Governing Bodies.

15 STAFF INDUCTION AND PROFESSIONAL DEVELOPMENT

All staff are required to read the school's Behaviour (including Statement of principles and Positive Handling) policy, Anti-Bullying Policy and Exclusions Policy at least annually. In doing so, they are asked to sign to say that they have read, understood and will adhere to the policy. Evidence of this is kept on file.

New staff to the school undertake an induction in which they will be made familiar with the relevant policies and what is expected of them in their role at the school in upholding them.

As part of on-going professional development, staff receive training and support regarding behaviour and how to manage and support it, appropriate to their role and position.

16 RECORD KEEPING

Any discussions with parents regarding behaviour are logged on CPOMs.

Any incidents of racial abuse, either verbal, physical or both are recorded on CPOMs and reported to the local authority.

Significant behavioural incidents, including one-off events or on-going incidents are recorded on individual children's records on CPOMs. These records may be passed on to a child's new primary school if they leave Bishop Perrin School before the end of Year 6 or to their new secondary school at the end of Year 6. The passing on of behaviour records to a new school occurs when there is cause for concern about a child's behaviour and it is in the new school's best interests to be aware of the behaviour issues experienced and recorded at Bishop Perrin School.

17 LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and discipline in schools

The Equality Act 2010

Keeping Children Safe in Education

Preventing and Tackling Bullying (July 2017)

Supporting pupils with medical conditions at school

Special educational needs and disability (SEND) code of practice.

Mobile Phone Use in Schools

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property

DfE guidance explaining that maintained schools must publish their behaviour policy online.

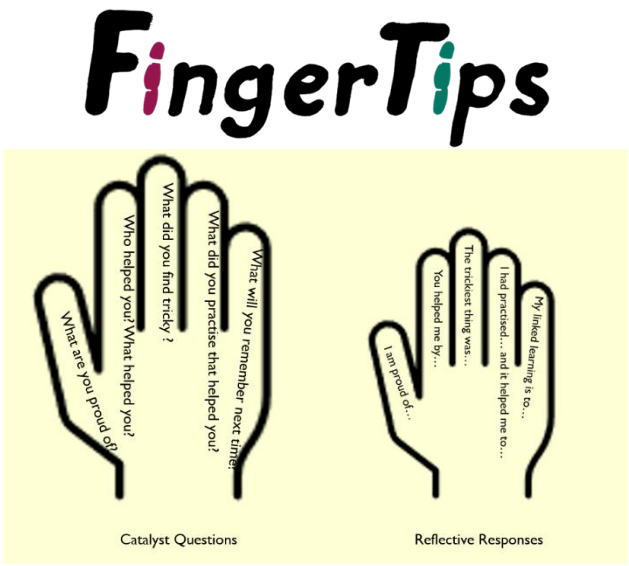
18 REVIEW OF THIS POLICY

The Headteacher and Deputy Headteacher will meet and liaise regularly with the nominated governor with responsibility for behaviour and attitudes in the school to discuss any issues or concerns. No personal information about individual children will be shared to maintain confidentiality.

The Headteacher makes half-termly reports to governors about behaviour in the school which is shared at full governing board meetings each half term.

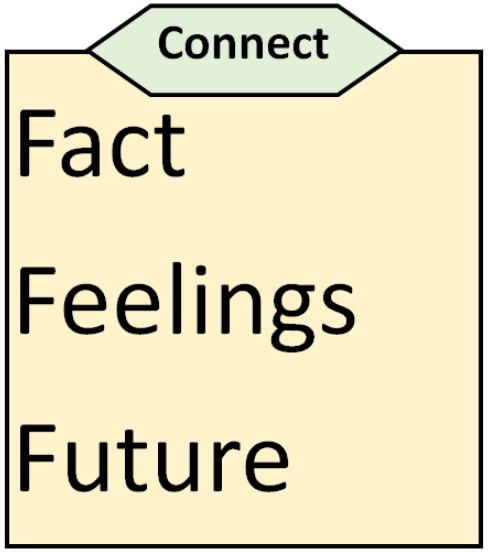
Governors are also able to monitor standards of behaviour when they make visits to school or are involved in other school activities which could include, but are not limited to; attending Worship, learning walks, accompanying classes on trips and visits, visiting classes in school, pupil-voice conferences.

Appendix 1 - Ali McCLure's "Building Brilliant Behaviour"



This strategy is used to support staff and children to become reflective learners: know, grow it, show it using catalyst questions and reflective responses.

The Three Fs



A consistent framework for language when dealing with disagreements and conflict between children used by adults to structure post-incident resolution. Children are encouraged to use this language framework independently as they increase in familiarity.

Counting Kindnesses and dealing with difficulties



An opportunity to share and celebrate times when children identify kindnesses in themselves and others as well as model and unpick successful strategies for resolving difficulties. This approach is used with individuals, in small groups and with a whole class.

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Appendix 2 - Bishop Perrin School 5 Bs

Be respectful and honest

- Include everyone and treat everyone with respect
- Respect others' thoughts, comments and opinions
- Be respectful of other people's personal space and their bodies
- Respect and care for the school environment, the wider environment and all living things
- Look after your own and others' belongings
- Always tell the truth

Be kind

- Be kind in your words and actions wherever you are and whoever you are with
- Always be well-mannered even when you disagree with someone
- Only use your words and body to be kind

Be safe

- Always use your words and your body safely
- Speak to a trusted person if you see someone being unsafe or feel unsafe
- Do not put yourself or others at risk of being hurt
- Be safe everywhere in the school and wider environment
- Be safe online and talk about anything that makes you feel unsafe

Be a role model

- Include and treat everyone equally and kindly remembering that we are all part of the Bishop Perrin School community
- Treat others as you would like to be treated
- Respect others' thoughts, comments and opinions
- Model the 5Bs to be a good example to others

Be independent

- Be organised and prepared to do your best learning
- Take responsibility for yourself and your actions
- Do your best in what you do, show endurance in your learning and ask for help if and when you need it
- Have a go and try your best
- Remember that mistakes help your brain to grow

Appendix 3

Hackett continuum of sexual behaviour tool

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected Socially acceptable Consensual, mutual, reciprocal Shared decision making	Single instances of inappropriate sexual behaviour Socially acceptable behaviour within peer group Context for behaviour may be inappropriate Generally consensual and reciprocal	Problematic and concerning behaviours Developmentally unusual and socially unexpected No overt elements of victimisation Consent issues may be unclear May lack reciprocity or equal power May include levels of compulsivity	Victimising intent or outcome Includes misuse of power Coercion and force to ensure victim compliance Intrusive Informed consent lacking, or not able to be freely given by victim May include elements of expressive violence	Physically violent sexual abuse Highly intrusive Instrumental violence which is physiologically and/ or sexually arousing to the perpetrator Sadism

Appendix 4 - Child Specific Risk Management Plan

Name	Class	Date	Review Date

Photo	Potential Triggers / Key Themes

What we want to see	Strategies to maintain
First signs that things are not going well	**Strategies to support**
Where this behaviour leads next	**Strategies needed**
What we are trying to avoid	**Interventions necessary**

Other Needs and Risks

Diagnosis and its effects to daily functions – *e.g. epilepsy, downs syndrome*	
Medication or intervention required – *e.g. inhalers*	
Known allergies – *Detail- nuts / pollen /animal hair / penicillin / etc.*	
Mobility – *independent but unstable on uneven ground*	
Strength and Stamina – *angry / frustrated when tired / restless when not active /*	
Communication	
Personal Hygiene / Care	
Eating and drinking	
Other	