



# Hopping Hill Primary School

## **POSITIVE BEHAVIOUR POLICY**

Person responsible for the policy	<i>Jo Fantarrow</i>
Date approved	<i>March 2024</i>
Approved by	<i>Full Governing Body</i>
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## Statement of intent

Hopping Hill Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

All children deserve to feel liked and valued at school. All children deserve a chance. Each day is a fresh start. We, as adults, constantly seek to ensure we are being fair and consistent. In this way, we know that our pupils will understand the reasons for receiving rewards or sanctions.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Home School Agreement
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Complaints Procedures Policy
- Online Safety Policy

## Roles and responsibilities

The **Governing Body** has overall responsibility for:

- The monitoring and implementation of this Positive Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any Social, Emotional and Mental Health (SEMH)-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The **Head Teacher** is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the Governing Body on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **SENDCO** is responsible for:

- Collaborating with the Governing Body and Head Teacher as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths, and areas for improvement, and advising on the effective implementation of support.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils with SEMH and their parents are informed about options and a smooth transition is planned.

The **Mental Health Lead** is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

**Teaching staff** are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENDCO/Head Teacher/Senior Leaders.

**All members of staff, volunteers and support staff** are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

**Pupils** are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

**Parents** are responsible for:

- The behaviour of the child(ren) inside and outside of school.
- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

**Positive relationships**

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focusing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing a politeness minimum standard to help pupils understand basic manners and respect.
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

### **The classroom environment**

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour in an appropriate place for adults to support them and where there will be least disruption for the rest of the class.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

Teachers establish different methods for regaining pupils' attention, e.g. clapping hands/teacher puts hand up means pupils must stop what they are doing and look at the teacher

### **Behaviour Support Team**

Our school behaviour support team consists of a Pupil Mentor and Behaviour Support Assistants lead by the Assistant Headteacher in charge of Inclusion across the school. The behaviour support team work closely in assisting our teaching staff to support students with a range of additional needs including (but not exclusively) Social, Emotional and Mental Health difficulties. Their support includes nurturing the emotional well-being of pupils, reducing barriers to learning, improving attainment and educational outcomes and promoting self-confidence. Support is provided flexibly and will range from whole class general support, working on a 1:1 basis with a child or working with a child in a small group or class. Often a change of adult for 1-1 children or a sensory break will be utilised.

### **Our Behaviour Promise**

At Hopping Hill Primary School we believe respect to be at the centre of our Positive Behaviour Policy. Our school rules are simple and form our school Behaviour Promise

- ❖ **Be kind**
- ❖ **Be safe**
- ❖ **Be respectful**
- ❖ **Always try my best**

### **Positive strategies to support Our Behaviour Promise**

We work hard to create an environment which has a positive effect on pupils' learning and behaviour. It is vital to have clear and consistent systems in place to celebrate pupils' successes.

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Wherever possible, we seek to reward and praise rather than sanction and punish, as we know this is more effective.

Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.

Praise that is given is always sincere and is never followed with immediate criticism.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

### **Star of the Week**

One child per week is chosen to be Star of the Week. They are presented with a certificate in Celebration Assembly and their success is celebrated by sharing a photo of them on their class story on Dojo.

### **Head Teacher's Reward**

Each half term there will be a focus on a particular value. Children who demonstrate this value will be invited to the Head Teacher's Tea Party. Invitations will be handed out in Celebration Assembly and again this success will be celebrated by sharing a photo of the child and their certificate on their class story on Dojo. The invitation will be clear and precise about what the child has done to be chosen for this reward.

### **Other Strategies to reward good behaviour choices**

- ✓ Visit to the parallel class to share success

- ✓ Visit to the Head Teacher, Deputy Head Teacher, Assistant Head Teachers or Phase Leader
- ✓ Phone call to parents
- ✓ Stickers
- ✓ 'A note home' mini certificate

### **Class Dojo**

Class Dojo is our school communication platform that teachers, pupils and parents at Hopping Hill use every day to maintain closely linked class and school communities. This is achieved by sharing what's being learned in the classroom and at home through photos, videos, and comments.

Class Dojo is also used to reward positive behaviour and children are rewarded with 'Dojos' for keeping our Behaviour Promise and for making an effort with their behaviour and learning. When the children are rewarded with a Dojo their parents will receive a notification informing them of why their child has been praised.

As the children reach certain milestones in the number of Dojos they have they will earn a certain coloured Dojo Belt Certificate that will be given out in celebration assemblies. Children in our Reception classes will work together to collect Dojos for whole class rewards before working towards their Dojo Belt Certificates when they start Key Stage 1.

Any member of staff can award Dojos.

### **Reach for the WOW chart**

The positive behaviour chart introduced into every classroom continues to be very effective in supporting children to take responsibility for their behaviour choices.

Every child will start the day on the 'I am ready to learn' section of the chart. Positive choices will mean the child's name is moved up the chart and they earn extra Dojos.

If a child's name is still on this section at the end of the day they will receive...

**Well done = 1 Dojo**

**Super = 2 Dojos**

**WOW = 3 Dojos**

Anyone who is on the WOW at the end of the day will be given a sticker which says 'Ask me why I was put on the WOW today!'. This is to encourage anyone who sees them to have a discussion about the child's positive choices during the day.

### **STRATEGIES USED TO SUPPORT INAPPROPRIATE BEHAVIOUR**

We aim to use sanctions that are a logical consequence of unacceptable behaviour. Sanctions may be used to reinforce a rule. All pupils are encouraged to be aware of the reason for rules and are given the opportunity to make amends. Staff aim to "match" the level of their response to the seriousness of the misbehaviour, so that children are aware that:

- Their behaviour is being responded to fairly, consistently and appropriately
- If their misbehaviour continues it will be treated with an escalation in severity.

Although we aim to deliver a consistent approach to managing children's behaviour we are aware that some children will need tailored approaches due to an individual SEND need such as ASD or children with SEMH needs and any other relevant information.

It is our belief that it is not the severity of the response but the certainty that there will be a response which makes the most difference in changing behaviour.

## Whole School Classroom Sanctions

The initial focus will be on rewarding positive behaviour and ignoring inappropriate behaviour.

The system is then as follows:

1. If a pupil does not follow any of the rules or expectations, they will be given a **verbal warning**. Where possible this should be done privately (not shouted across the classroom) and opportunities to distract and deescalate a situation should be utilised. It is important that pupils are given a positive redirection that is explicit in explaining expected behaviour e.g. rather than 'don't shout out' say 'remember to put your hand up if you want to talk to the class'.
2. Continual/repeated misbehaviour will result in the child's name being moved to '**Make better choices**' on the class chart. The adult doing this explains clearly to the pupil why they have been moved. It is essential that the child is encouraged and supported to make better choices quickly and be moved back onto 'I am ready to learn'. The focus should be on the child turning their behaviour around using the specific language of 'You need to make a better choice so I can move your name back to 'I am ready to learn'. Ensure the child knows what the better choice would be.

We know that some children will not cope with their name being moved on a chart. These children will be given an individual table top reminder card saying 'Make better choices'. This will be taken back as soon as the child has adapted their behaviour.

*Helpful de-escalation strategies to use to help children regulate their behaviour at this stage are*

- *Go to the toilet*
- *Have a drink of water*
- *Use of the Regulation Tool Box (5 minute timer to ensure this is used for a limited time)*
- *Support by an adult to walk around school*

3. However, if they continue or repeat the misbehaviour this will lead to their name being moved again to '**Think**'. Class staff will again be specific with their language. "I need you to THINK about what you are doing so that I can move your name back up the chart". Again the child must be encouraged and supported to think about their behaviour choices and reminded what these are.
4. If the inappropriate behaviour continues the child's name will be moved onto **Nojo**. The consequence of a Nojo is to spend time in reflection during the next playtime. Any work missed must be caught up on.
5. If a pupil continues to misbehave after a Nojo has been given, they will be **moved** within the classroom. This means working at a separate table to the rest of the class/group or having time out to work outside the classroom.
6. Any further misbehaviour or non-compliance that is impacting the whole class will lead to the child being sent with their work to the **Phase Leader or member of SLT** for the remainder of the lesson. If not impacting the whole class the child should remain in class but they are still to miss the whole of the next playtime with their Phase Leader or a member of the SLT. A Dojo message or phone call home will be made by the class teacher as appropriate.
7. If behaviour is then repeated in a following lesson, the child will be removed by a member of SLT and the child will then spend the remainder of the day working in **isolation**.

Teachers will keep a record of any Nojos. If a child has three Nojos their parents will be contacted.

## **Playtime and Lunchtime**

High expectations are set of children's behaviour during playtime and lunchtime. The same Behaviour Promise applies and a similar approach is used. If a pupil misbehaves:

1. The pupil is given a warning
2. Staff will support the child to make better choices or resolve any issues through emotion coaching, redirection or distraction.
3. If the misbehaviour continues then time out is directed - this might be holding an adult's hand or sitting quietly on a bench.
4. Inappropriate behaviour will be fed back to the class teacher.
5. If there are still concerns with a child's behaviour the child may be directed to the nurture provision or a member of SLT might be called for.

Lunchtime staff will reward appropriate behaviour with dojos. They will inform the class teacher of this.

In situations where a pupil consistently exhibits behaviours that disrupt the lunchtime environment and negatively impact the well-being of others, despite targeted interventions and support, parents/carers may be requested to collect their child from school each day at the end of the morning session and return them ready for the afternoon session. This measure aims to ensure the safety and well-being of all pupils and provide an opportunity for the school and parents/carers to work collaboratively to address the underlying causes of the challenging behaviours.

## **Reflection (Reflection runs at morning playtimes by a member of the year group team)**

The purpose of reflection is for the child to discuss their actions and to consider future behaviour. Adults will support the child to think about what they can do to put things right; this may be saying sorry, making a sorry card, writing a letter, adapting future behaviours etc. A restorative conversation sheet will be completed. Phase leaders will keep a record of these sheets within a reflection folder.

## **Unacceptable Behaviour**

At Hopping Hill Primary School, we believe that some behaviours are unacceptable, and these are dealt with immediately by a member of the SLT, the Deputy Head Teacher or the Head Teacher.

These include but are not limited to:

- spitting
- physical fighting or aggression (including intimidation)
- swearing
- vandalism
- bullying – both in school and online
- racism
- homophobic abuse
- persistent defiance and disruption

## **Social, emotional and mental health (SEMH needs)**

To help reduce the likelihood of behavioural issues related to SEMH needs, Hopping Hill will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. We will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

A small number of children may be allocated a safe space within their year group area. This helps children with identified difficulties access a calm place away from the activity of the main classroom when required.

## Understanding behaviour

Behaviour is communication – we seek to work out what children are trying to communicate through their behaviour choices.

Where a pupil demonstrates continual challenging behaviour, their class teacher should work in conjunction with the SENDCO or Phase Leaders to identify when and where the behaviour is occurring. The following system will be used:

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A)**: what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil’s behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil’s progress be monitored?

Where a pupil demonstrates continual challenging behaviour, their class teacher should work in conjunction with the SENDCO or Phase Leader to identify when and where the behaviour is occurring. The following system will be used:

- Use an **Achievement chart** to identify whether there are particular times during the day where the behaviour is most noticeable.
- Use the **ABC** method to pinpoint what the antecedents are and any consequences of the behaviour.
- Set clear, achievable targets that the child understands
- Outline clear rewards for achieving these targets

The SENDCO or a member of SLT may observe the pupil wherever the challenging behaviours are occurring, in order to try and offer advice, support and strategies to manage it.

The targets will be set on an Achievement Chart in consultation with the SENDCO or SLT.

A Behaviour Support Plan (see appendix 2) will be written to ensure appropriate support is provided to minimise the impact of disruptive behaviours in school. This will be shared with all class staff and parents and reviewed regularly.

In addition, pupils struggling with behaviour expectations (especially those who find following instructions difficult) may benefit from **visual methods** to assist with their organisational skills. Often the introduction of a visual schedule or task board can eradicate behaviour difficulties very quickly as pupils can make sense of what is expected of them and become more independent.

Where there is no significant improvement in behaviour, staff will need to work with the SENDCO to decide if other professionals need to be involved. This could include referral to: the Educational Psychologist; Jogo Behaviour Support; the Community Paediatrician; Child and Adolescent Mental Health Services (CAMHS); the school nurse; Speech and Language Therapist; Social Services. A combination of agencies working with the child may require an EHA (Early Help Assessment) to be completed.

### **Physical Intervention**

All members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running in a corridor in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving in a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention.

De-escalation Strategies:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed

- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”

However, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The Head Teacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

Wherever possible, staff will ensure that a second member of staff is present to witness any physical intervention used.

After an instance of physical intervention, the pupil’s parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head Teacher as to what behaviour warrants an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

All incidents of physical restraint will be recorded in the bound and numbered book. These incidents will be reviewed at least termly on a central tracking document. This reflection on the use of physical intervention will allow us to explore any potential patterns and to identify any further need for support for vulnerable children.

### **Equality**

All children will be treated equally in every aspect of their education including equal access to the reward system. No member of the school community will ever be discriminated against. This policy is in conjunction with the Equal Opportunities Policy and recognises the seven protected characteristics as cited in the 2010 Equality Act which are:

Sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Racist incidents will be reported following Local Authority Guidelines.

### **Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

### **Confidentiality**

All children and their families are entitled to confidentiality. Any incident will be handled sensitively and only professionals who need to be informed of the details of any incident will be informed.

### **Malicious allegations against school staff**

All allegations against staff that are found to be malicious will be instantly referred to the Governing Body to decide appropriate sanctions.

### **Bullying**

All incidents of bullying will be dealt with in accordance with our Anti-Bullying Policy.

### **Exclusion and suspension**

In rare cases, and as a last resort, the school is entitled to deal with the matter as a disciplinary issue under this behaviour policy. Any sanctions that are applied will be reasonable, proportionate and fair and may include a fixed term suspension or permanent exclusion provided it is compliant with the DfE's statutory exclusions guidance. Please see the Suspension and Exclusion policy for further details on this subject.