Embrace
Learning for Life

ST. PETER'S
MARKET BOSWORTH

Behaviour Policy

Luke 6:31 And as you wish that others would do to you, do so to them.

Philippians 2:4 Let each of you look not only to his own interests, but also to the interests of others.

Ephesians 4:32 Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.

Embrace Multi Academy Trust strives to maintain and improve good provision and outcomes at each of its member schools. Based upon our shared ethos and our values of wisdom, collaboration, respect, integrity, inclusivity, and compassion, we aim to support the learning and development of every person within the trust and our policies are written from this perspective.

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Flourishing together within the love of God.
Our motto is "Inspiring Learning for Life".

As an inclusive and caring church school, we provide an excellent education and inspire learning for life. We see all members of our school family as valued and valuable in the eyes of God, and we will support and challenge everyone to achieve their full potential.
It is the mission of St Peter's C of E Primary Academy to:

- Provide a broad, balanced creative and challenging curriculum which is accessible to all.
- Nurture a stimulating, active and well-resourced learning environment.
- Promote a variety of learning and teaching styles to stimulate all pupils and staff and provide the training and support needed to do this.
- Be a tolerant, caring and supportive place which expects equality and mutual respect.
- Build strong partnerships between home, school, church and the local community.
- Strive for continuous improvement in all that we do.
- Celebrate the successes we achieve together.

Be a happy and safe place where everyone can thrive and grow
Through our vision, which follows the parable of The Good Samaritan, we support all members of the school community to have compassion for those around them, showing love, understanding and empathy. Our community is supported to help those around them, not passing by.

We also embrace the story of St Peter and support the lesson that everyone makes mistakes, but it is how we learn from them that defines us. As St Peter holds the keys to heaven, in our school our St Peter's way holds the keys to being a positive and inspiring member of any community.
St Peter's C of E Primary Academy strives to enrich the lives of our pupils, their families and the community around us.
By learning together, we will develop knowledge, understanding and a positive attitude to ourselves and those around us. We will use our St Peter's way as a model to embrace and follow.
Our approach will always be respectful and kind as we challenge ourselves to be better teachers, parents, pupils and members of the school community.
A St Peter's pupil demonstrates compassion, Wisdom, Respect, creativity and perseverance in all they do.

And so in others do to them as you would have done to you…

Mistakes are a part of life and we teach our children that it is ok to make mistakes providing we learn from them.
We talk them through what being sorry means. We teach them that sorry means ' I know I have done something wrong and I am making a promise to try not to make that same mistake again'.

We share the Story of St Peter and even though he made a mistake and denied knowing Jesus three times, Jesus showed him forgiveness and St Peter held the keys to heaven and was the 'rock' or foundation of the church.
Our culture is to provide a 'safe place' to make mistakes and you will be given a second chance.
In telling the story of the good Samaritan, one of the key lessons we can learn is the importance of empathy and compassion towards others. In a world where it is so easy to be caught up in our own lives and concerns, the Good Samaritan reminds us to take a step back and consider the needs of those around us. His selfless act of stopping to help the injured man demonstrates the power of kindness and how it can make a real difference in someone's life.
the Good Samaritan teaches us the importance of looking past societal divisions and prejudices. In the story, the Samaritan goes against the social norms of the time by helping a stranger who was from a different ethnic and religious background. This reminds us that acts of kindness and compassion should not be limited by our preconceived notions or prejudices. We should strive to

treat all individuals with respect and help those in need, regardless of their race, religion, or social status. The story of the Good Samaritan challenges us to break down barriers and build a more inclusive and compassionate society.

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- ***This policy is published on the school website and made available to parents and carers on request. Expectations are communicated regularly to pupils, parents, carers and staff through induction, assemblies, training and school communications.***

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping children safe in education 2026 (comes into force from 1 September 2026)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse including bullying, relationship abuse, physical abuse, sexual violence, sexual harassment, causing someone to engage in sexual activity without consent, upskirting, initiation/hazing behaviours, misogyny/misandry and online abuse
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Misogynistic, misandrist, sexist or gender-based abusive behaviour
- Creation, possession or sharing of AI-generated, digitally altered or deepfake nude/semi-nude images
- Possession of any prohibited/banned items. These include:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - 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 pupil).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

All allegations of bullying will be taken seriously and investigated promptly. Concerns may be reported to any member of staff, the Designated Safeguarding Lead (DSL) or through the school's safeguarding systems. Incidents will be recorded on CPOMS, monitored by leaders and addressed through restorative approaches, appropriate sanctions and ongoing support for those affected. Bullying occurring online or outside school will be addressed where it impacts pupils' safety, wellbeing or the good order of the school.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (eg gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI). This also includes deepfakes, AI-generated imagery, manipulated content and impersonation.

5. Roles and responsibilities

5.1 Governors

The Local Governing Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving the school's version of the trust's behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1).

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, recognising hidden stressors for vulnerable pupils including young carers, looked-after children, previously looked-after children and pupils living in vulnerable households.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation and positive behaviour strategies to minimise the need for restrictive interventions.
- Recording behaviour incidents accurately and promptly onto CPOMS
- Challenging pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Principles:

We follow three rules:

- Show good manners at all times;
- Follow instructions straight away;
- Care for everyone and everything.

These rules are broken down with the children and regularly referred to. For example, "I've noticed that you are not completing your work. Please remember to follow instructions straight away."

- Positive relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Commitment to an equitable process.
- Active involvement of everyone in school with choices about their own lives.

Expectations:
We expect all pupils to respect the feelings of others and to treat everyone as they would like to be treated. We expect children to:

- Follow the three school rules: Show good manners at all times;
  Follow instructions straight away;
  Care for everyone and everything.

- Be respectful to one another, speak calmly and courteously.
- Do the simple things right – arrive in school on time, line up, without talking, at the start of the day and after breaktimes, wear our school uniform with pride, walk through school in a quiet and calm manner
- Speak to an adult if they have any concerns.
- Work restoratively to avoid conflict and respect the right of others to be different.
- Listen to the views of others and accept their rights to hold those views.
- Respect the school building, facilities and equipment.
- Take pride in our work, our classroom and in everything we do.

We expect that staff will:

- Be great role models for pupils and peers.
- Take pride in classrooms keeping them tidy and organised.
- Encourage pupils to show respect for members of the community and the environment.
- Speak politely and calmly at all times, and respect everyone's personal space.
- Develop positive relationships with pupils, parents and colleagues.
- Treat all members of the community equally, fairly and consistently, meeting their individual needs.
- Staff will be consistent, fair and will follow our behaviour policy and agreement.

We expect that parents and carers will:

- Work in partnership with the school staff to ensure that their child is able to achieve to the best of their ability.
- Respect school decisions and follow procedures within policies.
- Be respectful to school staff.
- Ensure that their child is in school on time, dressed in the correct uniform.
- Support their child with their learning at home.
- Support the school in modelling polite, calm and orderly behaviour.
- Encourage their child to show respect for members of the school community and the environment.
- Work with the school to ensure their child follows the three school rules:
  Show good manners at all times;
  Follow instructions straight away;
  Care for everyone and everything.

The St Peter's Way

"Keys to Success"

Wisdom	Make the right choices, even in challenging situations Listen to and learn from others in our school Be the best version of ourselves Learn from mistakes Share ideas
Endurance	Challenge ourselves and one another – going the extra mile Keep going, even when things are tough Don't be scared to ask for help. God's love for us endures for ever, whatever we do Having a positive mindset – 'Can't do it YET!'
Compassion	Be polite and friendly to each other Take care of one another Include everyone. Understand each other's feelings, experiences, and opinions – showing empathy Being Kind Being aware Encourage others
Creativity	Think and act creatively Use our imaginations Try new things Think outside the box. Express ourselves Pursue passions
Respect	Treat others how we would like to be treated Take care of our world Respect property Appreciate and value that we all have different beliefs and opinions Be polite and friendly to each other Use a respectful tone of voice Listen carefully to everyone Care for everyone and everything Respect ourselves Respect boundaries

"Inspiring learning for life"

St Peter's CE Primary School

"Inspiring learning for life"

6.1 Mobile phones

Mobile phones and smart devices must remain switched off and handed to staff on arrival. Any unauthorised use, recording, photography, internet access or

communication during the school day will result in confiscation and parents/carers being asked to collect the device.

- Year 5 and 6 Pupils are allowed to have mobile phones with them on-site but they must be switched off and handed in each morning to their teacher. If they do not then teachers will remove them and parents will have to collect them after school.
- We do not allow smart watches that record or take photo's

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

- They will:

  Create and maintain a stimulating environment that encourages pupils to be engaged

  Display the behaviour curriculum or their own classroom rules

  Develop a positive relationship with pupils, which may include:

  Greeting pupils in the morning/at the start of lessons

  Establishing clear routines

  Communicating expectations of behaviour in ways other than verbally

  Highlighting and promoting good behaviour

  Concluding the day positively and starting the next day afresh

  Having a plan for dealing with low-level disruption

  Using positive reinforcement.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. We recognise that young carers, looked-after children, social worker involvement and vulnerable households may impact behaviour.

Where a pupil has a social worker or is looked after, the school will consider their circumstances when planning behaviour support. Following a significant removal or suspension, the pupil's social worker and/or Virtual School Head will be informed where appropriate and involved in reintegration and support planning

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our safeguarding and child protection policy for more information, which is available on our school website.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Praise and sanctions:

We always praise in public (PIP) and repair in private (RIP) We have in place a variety of praise systems to promote positive behaviour:

- Clear and concise expectations of behaviour will be described, modelled and encouraged throughout the whole of the school day to ensure that all children understand what is appropriate. We will refer to start / stop behaviours (listed in appendix). Children will be made aware of the start / stop behaviours and these will be in every classroom
- Unconditional positive regard reinforced with all pupils and stakeholders at all times.
- Verbal and written praise from the class teacher or other adult in school for good learning, effort or behaviour.
- Children will be reminded of our learning behaviours – we look, we listen, we learn.
- Children who have done some great learning will be placed on the 'wow wall' and parents will receive a message home. They may be asked to share their learning with SLT and their families through.
- Teachers will share information about a child's behaviour – either by the phone, face-to-face or notes sent to parents – to celebrate appropriate behaviour.
- On Fridays, a Star of the Week Assembly will be held. The children will have consistently gone "over and above" in our school rules and learning behaviours during the week.
- In addition to this we will have half term champions. The last achievement assembly of each half term will be for child of the half term 'champion awards'.
- Headteacher stickers, certificates.
- House points which lead to additional rewards.
- Lunchtime awards
- Kindness awards

House points will be awarded by all staff for positive behaviour. 5 points for being a good role model and showing good manners etc, 5 points for completing homework, 10 points for being 'star of the week', 20 points for HT work of the week etc

Every week we will count up the house points for a weekly total and the following week the house captains for the winning team will present the achievement assembly with Mrs Holt.

Each half term the house that wins will get a house treat.

At the end of each term the winning house will have a whole afternoon treat such as a movie afternoon.

Admin staff and SLT will have house point cards to give out for positive behaviour.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

All sanctions will be lawful, reasonable and proportionate. When deciding whether and how to apply a sanction, staff will consider the pupil's age, any special educational needs or disability, safeguarding concerns and any relevant personal circumstances.

Sanctions may be imposed by the headteacher and by paid members of staff who have responsibility for pupils. The headteacher may authorise other staff to impose sanctions where this is appropriate to their role.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to self-regulate their behaviour in a positive way. The context of the situation is to be always considered.

Children will understand which behaviours are not wanted.

In response to negative (stop behaviours)

"That's 1"- hold 1 finger up

He/she continues

"That's 2" - hold 2 fingers up

Still doesn't stop

"That's 3" - hold 3 fingers up

Time out at the thinking table = 1 minute for every year of his/her age

Time out is THINKING, REFLECTION,

COOL DOWN time etc

Thinking time will be at a separate table. Following this a restorative conversation needs to occur. How in depth this needs to be is dependent on the seriousness of the behaviour.

It should be explained to the child that they have made a wrong choice. You link your feelings about the behaviour choices and not the child.

The following phrase is to be used with our children to remind them about caring for everyone and everything `To keep you safe and to keep the other children safe…`

Children are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with it is finished and this needs to be clear to the child.

If a longer restorative conversation is required then this will happen during break times and lunchtimes.

If a child uses extreme behaviour they will go straight to 3 and will immediately have extra thinking time. In the case of physical aggression, racist or homophobic incidents, bullying etc SLT will be notified and an investigation will take place and then if required parents will be informed.

All instant 3's will be logged onto CPOMS.

If a child receives a 3 in the afternoon, then they will miss playtime the following morning. If this is the second 3 of the day then their teacher will notify SLT member and there will be a telephone call home to parents.

At lunchtime SLT will facilitate a think tank. Children who have had instant level 3 incidents will attend the think tank at lunchtime for part or all of their playtime.
If a child receives a level 3 outside at lunch then they will initially have thinking time (based on minutes for their age) with the member of staff and will be expected to apologise if they do not comply then they come straight to the thinktank. If the whole Key stage are too noisy at lunch and receive a level 3 as a key stage then they will line up for 5 minutes the next day.

Persistent poor behaviour (2 x think tanks in a week or 2 instant level 3 behaviours/ breaking of school rules we will speak to parents and this will result in two weeks of an amber report where agreed behaviour targets will be put in place
Personalised targets will be monitored and a daily report to parents sent home.

If there is no improvement over the four weeks then the child will be moved to a red report card and weekly meetings with SLT and parents will take place and could result in exclusion.

Restorative approach:

Whilst our behaviour policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.
Restorative approaches are based on four key features:
RESPECT – for everyone by listening to other opinions and learning to value them **RESPONSIBILTY** - taking responsibility for your own actions
REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

This school use restorative approaches to encourage everyone to take responsibility for their behaviours. However, to minimise disruption children will have a clearly defined 1-2-3 time out / think time approach in class and a restorative repair approach once the lesson has finished. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arrives, over low-level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests. When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what happened?
- Who was affected?
- How were they affected?
- How can we put this right?

- What can be done differently next time?

Format of the restorative process

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters re Safeguarding. If something is disclosed appropriate measures in line with Safeguarding policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people.

Consequences will be appropriate and will be chosen and agreed between all participants involved. Ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables

Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as whether the parent of the harmer is informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

After school clubs.

Children attending after school clubs will be expected to follow this same behaviour policy. If a child receives a level three warning then in the first instance the parent will be spoken to. If this occurs on a second occasion then the child will miss the next weeks session. If it happens a second time they will not be allowed to continue at the club.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Restrictive Interventions, including Reasonable Force

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body of the pupil.

7.51 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Always be recorded and reported to parents/carers
- Never be used when a pupil is on the ground other than to move to a safer position as quickly as possible
- Never restrict breathing, circulation or airway and must never be used as punishment.

In line with statutory requirements from September 2025, all significant incidents involving the use of reasonable force will be recorded and reported to parents/carers, unless doing so would place the child at risk."

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

All incidents involving the use of reasonable force, restraint, seclusion or any other significant restrictive intervention will be recorded in accordance with the school's Restrictive Interventions Policy.

The record will include the reason for the intervention, the actions taken and any follow-up support required. Parents/carers will be informed of any significant incident involving reasonable force, restraint or seclusion as soon as reasonably practicable.

Following any incident, the school will consider whether additional support, risk assessment, reasonable adjustments or behaviour planning are required to reduce the likelihood of recurrence. Incident data will be reviewed by senior leaders to monitor patterns and promote safe and appropriate practice.

For more detail refer to Restrictive Intervention Policy.

7.5.1 Seclusion

Seclusion is a non-disciplinary intervention used only where it is necessary to protect the safety and wellbeing of a pupil and/or others. It is not a punishment, sanction, consequence or behaviour management strategy and must never be used as a response to deliberate or wilful misbehaviour. Seclusion will only be considered where a pupil is experiencing significant emotional or behavioural dysregulation and there is a risk of harm that cannot be managed safely through less restrictive measures.

The school is committed to using preventative and de-escalation strategies to minimise the need for seclusion. Where seclusion is considered necessary:

- It will be used for the shortest possible time
- It will only be used when other appropriate strategies have been attempted or are not reasonably practicable
- It will be proportionate to the level of risk presented
- It will be carried out in a manner that preserves the dignity, welfare and rights of the pupil
- It will take account of any known vulnerabilities, including SEND, medical conditions, trauma history, communication needs and mental health needs.

Where seclusion is used:

- The pupil will be supported in a safe and suitable location
- The pupil will be continuously supervised by an appropriate member of staff
- Staff will maintain communication and reassurance wherever appropriate
- The pupil will be allowed to leave as soon as the immediate risk of harm has reduced, and it is safe to do so
- The pupil will continue to receive appropriate care, support and access to basic needs throughout the period of seclusion.

Following any incident of seclusion:

- The incident will be recorded on the school's behaviour and safeguarding systems
- Parents/carers will be informed as soon as reasonably practicable
- A debrief will take place with the pupil and involved staff
- The school will consider whether any additional support, risk assessment, behaviour support plan, safeguarding response or reasonable adjustments are required to reduce the likelihood of future incidents
- Patterns and trends in the use of seclusion will be monitored by senior leaders as part of the school's behaviour, safeguarding and equality monitoring arrangements.

Seclusion will always be used in accordance with the school's Restrictive Interventions Policy and relevant statutory guidance.

7.6 Searching, screening and confiscation

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline.

These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

The school does not routinely screen pupils. Any decision to screen a pupil will only be made where lawful, necessary and proportionate and will be carried out by an authorised member of staff in accordance with current statutory guidance.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – eg "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration

whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that is not worn wholly next to the skin or immediately over underwear (eg a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school cannot get in touch with the pupil's parents/carers, or if they are not able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees.

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (eg school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil 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 pupil
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (eg on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- The creation, possession or sharing of deepfakes, manipulated images, AI-generated abuse, explicit AI content and impersonation
- It is abusive, harassing, misogynistic and discriminatory online communications.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or deputy headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils 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.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Sexist language, misogyny, misandry and gender-based harassment will be challenged and addressed at the earliest stage

- Sexual harassment will never be dismissed as “banter”, “part of growing up” or “boys being boys”
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children’s social care
    - Report to the police.

Please refer to our safeguarding and child protection and safeguarding policy on the school website for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation 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 pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

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

Our policy on Allegations of Abuse Made Against Staff contains more information on responding to allegations of abuse against staff.

7.12 Child-on-child abuse

The school recognises that children can abuse other children and that child-on-child abuse can happen both inside and outside school, including online. Child-on-child abuse will never be tolerated, dismissed as "banter", "part of growing up" or "just having a laugh", and all concerns will be taken seriously.

All staff are expected to challenge inappropriate behaviours and respond promptly to any concerns. The school recognises that early intervention is essential in preventing abusive behaviours from escalating.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between children
- Physical abuse, including serious physical assault or threats of violence
- Sexual violence and sexual harassment
- Harmful sexual behaviour
- Upskirting
- Initiation or hazing-type behaviours and rituals
- Misogynistic, misandrist, sexist or discriminatory behaviours

- Consensual and non-consensual sharing of nude or semi-nude images, including AI-generated, digitally altered or deepfake imagery
- Abusive, harassing or threatening online behaviour.

The school adopts a zero-tolerance approach to sexual violence and sexual harassment. Any reports will be managed in line with the school's Safeguarding and Child Protection Policy and may also result in behaviour sanctions where appropriate.

Where a child-on-child incident raises safeguarding concerns, the welfare of all children involved, including both the victim and the alleged perpetrator, will be considered. The school will provide appropriate support, make referrals where necessary and work closely with parents/carers and external agencies as appropriate.

Further information about the prevention, identification and management of child-on-child abuse is set out in the school's Safeguarding and Child Protection Policy.

8. Serious sanctions

8.1 Detention

The school does not use after-school detentions. Where pupils miss part of a breaktime or attend a Think Tank session, this will be treated as a supervised restorative consequence and reasonable time will be provided for eating, drinking and toileting.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by a member of staff from that Key Stage and will be removed for a maximum of one lesson.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Where a pupil is removed repeatedly, the school will consider whether additional SEND assessment, pastoral support, social worker involvement or multi-agency intervention is required. Reintegration planning will take place before return to class.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Suspensions and Permanent Exclusions Policy for more information

Responding to misbehaviour from pupils with SEND

8.4 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This will include

behaviour support plans, trigger identification, proactive support and planning to reduce restrictive interventions.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

Training for staff in understanding conditions such as autism

Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

8.5 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND.

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.6 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

8.7 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

Reintegration meetings

Daily contact with the pastoral lead

A report card with personalised behaviour goals.

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- restrictive interventions
- trauma-informed practice
- safeguarding updates
- online safety
- AI-related safeguarding training.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Collection and review of restraint, seclusion and restrictive intervention data.

- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys).

The data will be analysed every half termly by the senior leadership team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

12.2 Monitoring this policy

This behaviour policy will be reviewed at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the trust leader.

13. Links with other policies

This behaviour policy is linked to the following policies

- Suspensions and Exclusions Policy
- Safeguarding and Child protection Policy
- Mobile Phone Policy
- Restrictive Interventions Policy.
- Anti-bullying policy

14. Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The Board of Trustees and Local Governing Committee also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Child-on-Child Abuse

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that does not mean that this kind of abuse is not happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- 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 nude and semi-nude 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)
- Creation, possession or sharing of AI-generated, digitally altered or deepfake nude/semi-nude images
- Misogynistic/misandrist abuse, serious physical assault, weapon threats, AI-generated nudes/semi-nudes, deepfakes, abusive online content and pornography sharing.

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who do not want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in the Safeguarding and Child Protection policy section 7. In particular, section 7.8 and section 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.