St Joseph's Catholic Primary School
Behaviour and Relationship Policy

Mission Statement:

Journeying with Christ through
Love Compassion and Humility

As a family, we journey together with Christ,
to learn, help, play and pray
with love, compassion and humility.

School Motto 'Facta Non Verba'
Status: Draft September 2026

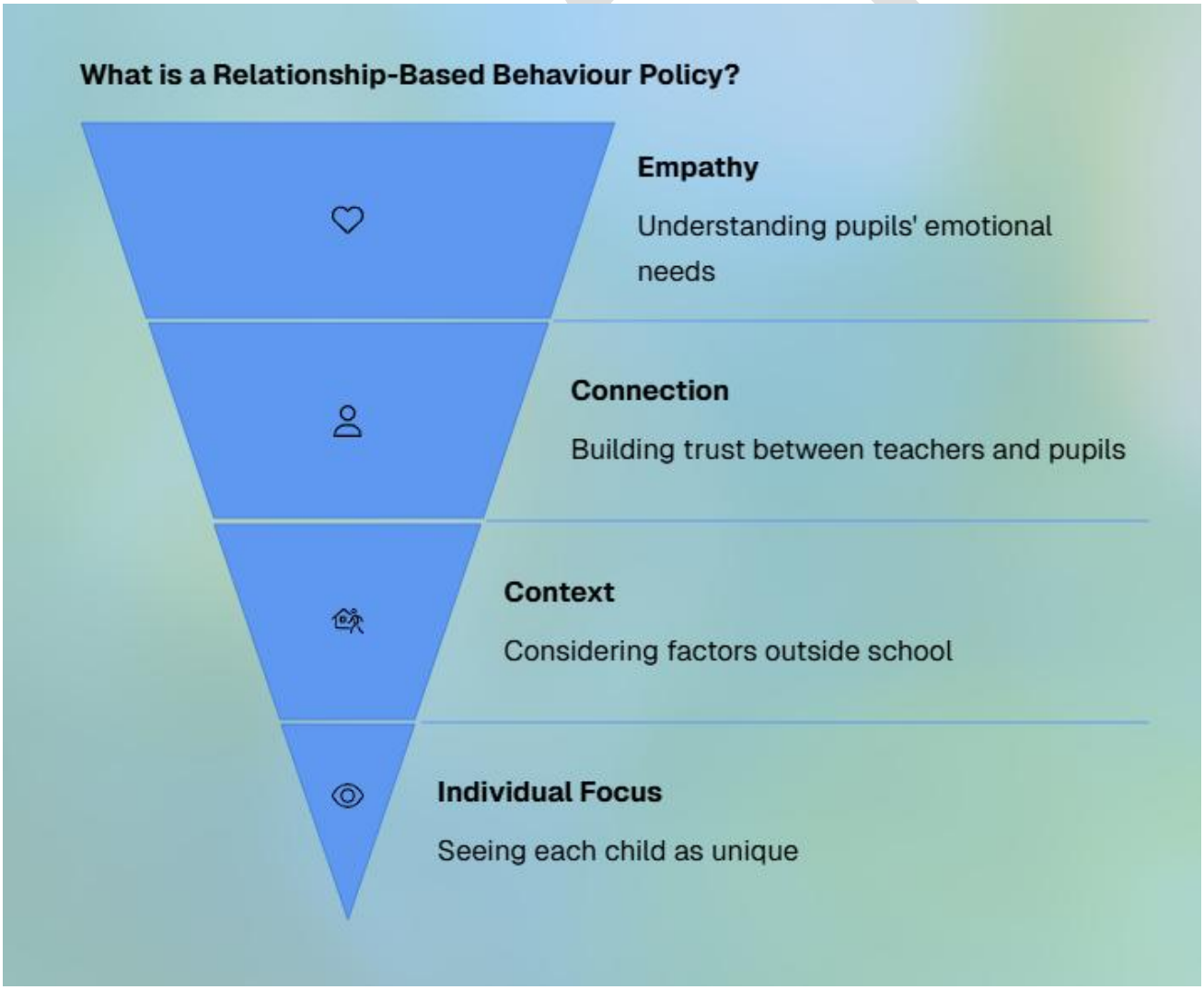
Rationale

At St Joseph's we promote our school ethos and virtues through building positive relationships with, and between, pupils so that **all members of our community feel valued and respected and are treated fairly**.

We understand that **behaviour is a form of communication** and that there is always a reason behind challenging behaviours. Some pupils may find it difficult to identify and communicate their needs; therefore, **it is our role to support them with this.**

A relationship-based behaviour policy prioritises building positive relationships and understanding the root causes of behaviour to create a supportive learning environment. It emphasises empathy, communication, and restorative practices over punishment, focusing on teaching social and emotional skills, and promoting self-regulation and resilience. This approach acknowledges that behaviour is often a communication of unmet needs and aims to address those needs to foster positive behaviour.

Healthy relationships between students and their peers, teachers, and school staff are key to student belonging. When students feel that they are part of a community at school, they are more likely to participate in school activities, identify with school values, and invest in their work.



Key principles of a relationship based behaviour policy

- **Focus on Relationships:**
  Building positive, trusting relationships between staff and students is central to this approach.
- **Understanding Behaviour:**
  Recognising that behaviour is often a form of communication and understanding the underlying needs that drive behaviour.
- **Restorative Practices:**
  Emphasising repairing harm, restoring relationships, and resolving conflicts through dialogue and mediation rather than solely relying on punishment.
- **Positive Language and Communication:**
  Using positive, respectful, and encouraging language when interacting with students, and modelling appropriate behaviour.
- **Teaching Social and Emotional Skills:**
  Actively teaching students skills such as empathy, self-regulation, problem-solving, and conflict resolution.
- **Proactive Strategies:**
  Implementing strategies to prevent challenging behaviour, such as clear expectations, positive reinforcement, and creating a nurturing environment.
- **Individualised Support:**
  Recognising that each child is unique and providing individualised support based on their specific needs and circumstances.
- **Consistency and Fairness:**
  Ensuring that rules and consequences are applied consistently and fairly across the school community.

Examples of Practices:

- **Meeting and greeting:**
  All staff welcoming students in the playground with a positive interaction at the start and end of the day.
- **Praise and positive reinforcement:**
  Acknowledging and celebrating positive behaviours and achievements.
- **Restorative conversations:**
  Using structured discussions to address conflicts and repair relationships.
- **Emotional regulation strategies:**
  Teaching students techniques for managing their emotions and responding to challenging situations.
- **Clear and consistent expectations:**
  Establishing clear rules and expectations for behaviour and communicating them effectively.
- **Addressing underlying needs:**
  Identifying and addressing the root causes of challenging behaviour, such as unmet social, emotional, or learning needs.

Benefits of a Relationship-Based Approach:

- **Improved student well-being:**
  Fosters a more positive and supportive learning environment, leading to increased student happiness and engagement.

- **Enhanced social and emotional development:**

Equips students with valuable life skills for building healthy relationships and managing their emotions.

- **Reduced disciplinary incidents:**
  By addressing the root causes of behaviour, this approach can lead to a decrease in disruptive behaviours.
- **Improved academic outcomes:**
  When students feel safe, supported, and engaged, they are more likely to thrive academically.
- **Stronger school community:**
  Creates a more positive and collaborative school culture.

Aims

This policy aims to:

- Ensure all members of our community feel valued and respected and are treated fairly.
- Promote our school ethos and values through building positive relationships with, and between, pupils and staff.
- 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
- Promote among pupils, self-discipline and proper regard for authority
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils, with reasonable adjustments as required
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Pupils will be taught to understand that there are implications and consequences to their actions through supportive conversations with staff.

Our practice is informed by;

- Evidence-based research such as the Education Endowment Foundation publication.
- Trauma-informed practice.
- Training from specialist providers.

We have systems in place for rewarding good behaviour and a range of consequences for unacceptable behaviour but at the heart of this is an understanding of why the behaviour happened and the chance to reflect on the incident and identify how we can reduce the chance of this happening again.

The success of the policy calls for consistency from all involved – staff, pupils, parents and members of the Academy Council.

The Role of members of the Academy Council

St Joseph's Pudsey Academy Council are responsible for:

- Reviewing and approving the written statement of behaviour principles.
- Reviewing this behaviour policy in conjunction with the headteacher.
- Monitoring the policy's effectiveness.
- Holding the headteacher to account for its implementation.

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The Role of School Leaders

All members of the leadership team are responsible for creating, monitoring and modelling positive behaviour and relationships which reflect the school's mission statement, values and expectations.

To achieve this, the leadership team:

- Routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Making sure all staff understand the behavioural expectations and the importance of maintaining them.
- Making sure that all new and returning staff are inducted clearly into our school's behaviour culture to ensure they understand our rules and routines and how best to support all pupils to participate in creating the culture at St Joseph's.
- Considering any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

The Role of all staff at St Joseph's

All staff at St Joseph's have an important role in developing a calm and safe environment for pupils.

To achieve this, all staff:

- Establish relationships with all pupils.
- Have consistent expectations of acceptable pupil behaviour.
- Uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- Receive clear guidance about school expectations of their own conduct at school.

The Role of Pupils

We believe all pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

To achieve this, all staff:

- Ensure every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Teach all pupils that they have a duty to follow the school behaviour policy, upholding the school rules and contributing to the school culture.
- Give pupils regular opportunities to contribute to the development of the behaviour policy through pupil voice and pupil surveys.
- Empower pupils to be active participants in maintaining a positive school culture, including roles as School Councillors, Monitors, Buddies and House Champions.
- Support all pupils to achieve the behaviour standards through regular reminders from school staff and assemblies throughout the year.

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The Role of Parents

The role of parents is crucial in helping St Joseph's develop and maintain good behaviour.

To achieve this, we ask all parents:

- To get to know our behaviour policy and, where possible, taking part in the life of our school and its culture.
- To reinforce the policy at home as appropriate.
- Where a parent has a concern about management of behaviour, they should raise this directly with school while continuing to work in partnership with us.
- Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

St Joseph's reinforces the whole-school approach by building and maintaining positive relationships with parents, keeping parents updated about their children's behaviour and encouraging parents to celebrate pupils' successes via Marvellous Me.

Attendance and Engagement

Good attendance is a fundamental part of positive behaviour, and we work closely with families to identify and address barriers to attendance at the earliest opportunity. We uphold the DfE's expectation that 'attendance is everyone's responsibility' and embed this into our daily practice.

Mental Health and Wellbeing

We recognise the impact of mental health on behaviour and provide a proactive support system through our trained Learning Mentor and the pastoral care of our team. Our behaviour policy integrates emotional regulation strategies, including Zones of Regulation, mindfulness, and time-out spaces to support self-management. Staff are trained to identify and respond to behaviour linked to trauma, attachment needs, or anxiety, ensuring our practices are trauma informed.

School behaviour curriculum

At St Joseph's Pudsey, our behaviour curriculum is established through positive relationships. Pupils are taught about expectations through the curriculum and class discussions. All pupils are expected to follow the school rules.

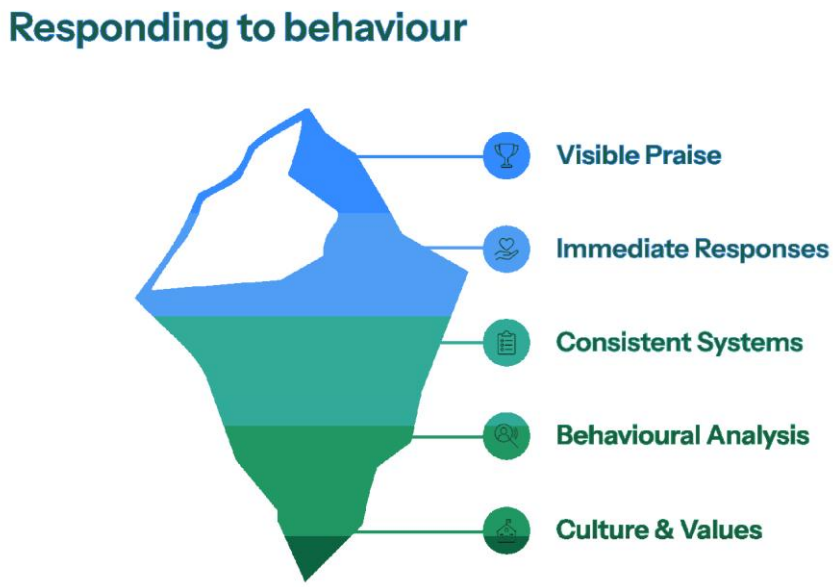
Pupils are expected to:

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times and with pride
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

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Responding to behaviour



Classroom Management

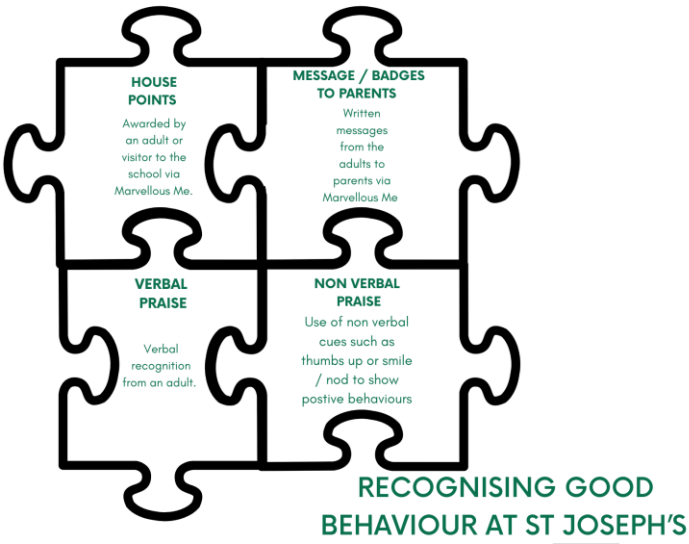
All staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a calm learning environment that encourages pupils to be engaged
- Display the school values and rules
- Develop a positive relationship with pupils, which includes:
  - Teacher and teaching assistant greeting pupils in the morning
  - Establishing clear routines
  - All staff consistently model the expected behaviours
  - Communicating expectations of behaviour in ways other than verbally – e.g. minimal language, social stories, individual behaviour plans / scripts
  - Highlighting and promoting good behaviour in line with the school policies. Concluding the day positively and starting the next day afresh. Using positive reinforcement
  - All staff have a responsibility to deal with low-level disruption
  - All staff have a responsibility to address undesirable behaviour around school

Recognising good behaviour

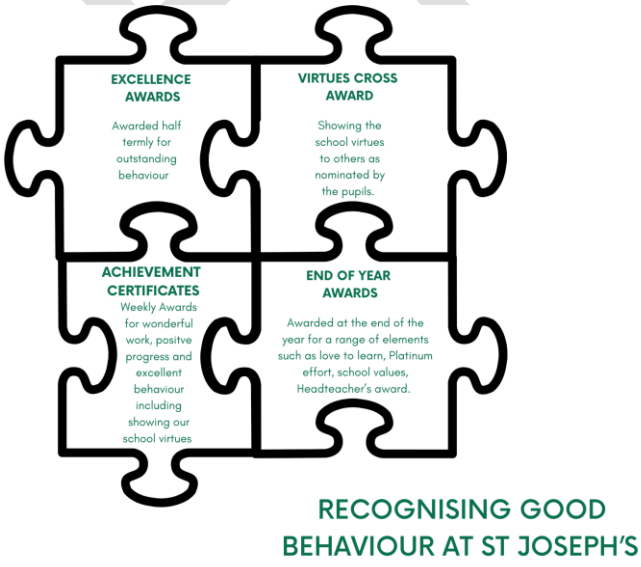
- There is an expectation that a pupil's behaviour will meet the expectations.
- When it goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for **all staff** to reinforce the school's culture and ethos.
- Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.
- Where behaviour exceeds the basic expectations, this is acknowledged using a range of strategies.
- Class house points are used to share positive points with parents linked to our three school rules.

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These strategies are used for day to day recognition

These strategies are used for weekly, half termly, termly and yearly recognition



Lining up legends

At the end of a lunchtime children are expected to line up quickly and sensibly. The first year group to be lined up in silence will be identified will be awarded a whole class Lining up award. This is recorded on the positive behaviour board.

Staff award house points as well as playground leaders for individuals who are lining up well.

On a Friday the lining up legends incentive is awarded to a year group in KS2 and KS1. The winning class gets a 15 minute extra play on the Friday.

Joseph's Market

We use a reward 'currency' where children can spend their house points, with points being reset half termly. This is called 'Joseph's Market', where children trade points for rewards. Points are 'redeemed' on Marvellous Me. Teachers personalise each class's 'menu of rewards' to ensure motivation levels remain high.

The School Rules

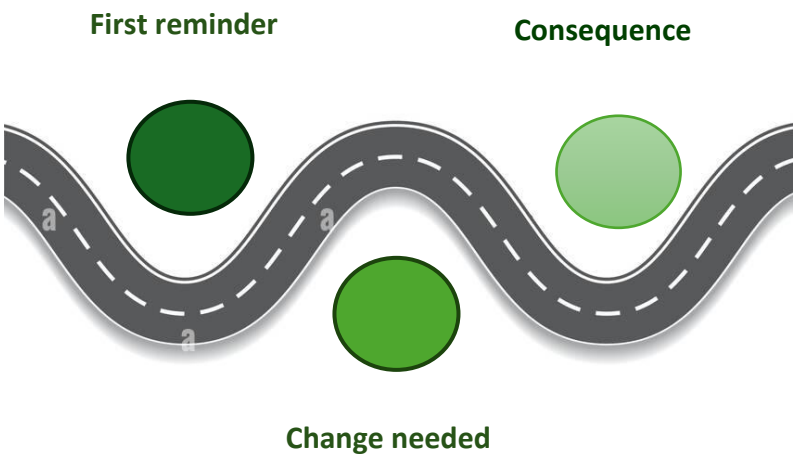
We have three rules that have been developed with the staff and children of St Joseph's Pudsey. **Our expectations apply at all times, in all places and with all people.**

Our School rules

1. Work and play safely
2. Listen and follow instructions
3. Be kind and respectful

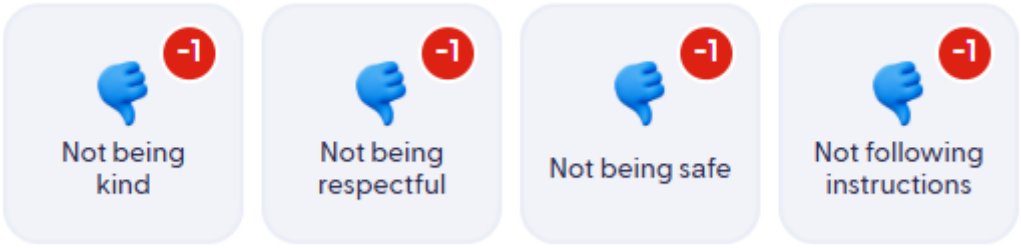
Responding to negative behaviour

- All staff at St Joseph's recognise, **what we permit, we promote.**
- When a pupil's behaviour falls below the standard that can reasonably be expected of them, all staff will respond in order to restore a **calm and safe learning environment**, and to prevent recurrence of undesirable behaviour.
- All 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 undesirable behaviour will always be addressed.
- All staff will endeavour to manage undesirable behaviour discretely, to avoid public shaming and in order to minimise disruption to teaching and learning.
- De-escalation techniques, including the use of calm down time, use of the sensory room, 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 consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.
- Personal circumstances of the pupil will be taken into account when choosing consequences, and decisions will be made on a case-by-case basis, taking into account any agreed reasonable adjustments, but with regard to the impact on perceived fairness.



First reminder	Change needed	Consequence
• Clear explanation given about what is expected, linked to the rules. • Support given to correct the behaviour where needed.	• Thinking time needed	• House points removed • Restorative conversation during time in • Behaviour incidents will be recorded on CPOMS, communicated to parents and appropriate consequences will be considered and applied.

1. First reminder. E.g. Say name of child. Number 1, you are not being safe. I want you to be safe when you are playing football. Do you need any support?
2. When advising that a change is needed, use the following script so child is clear what rule has been broken and why the change is needed. e.g. Say name of child. That's a change needed. You are not being safe. I want you to be safe playing with the football.
3. Consequences are issued in line with the table below. Consequence should not be given until the child is calm. Do not attempt a restorative conversation when the child is dysregulated.



A restorative conversation must be had following the incident, once the child is calm and able to reflect on their behaviour. This may not be possible immediately but must be had on the same day. The conversation should be had between the person issuing the consequence and the child to ensure the relationship is not impacted.

Restorative conversation prompts

- What happened?
- What rule was it impacting?
- Was the consequence fair?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Appendix 1 – Consequences chart displayed in all classrooms and playground areas

Behaviour and Consequences

Behaviour	Consequences	Restorative practice	Action	Recording
Not following instructions E.g. Refusing to cooperate or complete work, off-task behaviours	Change needed – Verbal warning 5 min time in	Restorative conversation	Parents informed if low level behaviour persists	No formal recording unless low level behaviour persists
Disrespectful E.g. tone of voice, answering back, interrupting	Change needed – Verbal warning 5 min time in	Restorative conversation	Parents informed if low level behaviour persists	No formal recording unless low level behaviour persists
Hurting somebody by accident through unsafe behaviour E.g. Running in the classroom and knocking a child over	Change needed – Verbal warning 5 min time in	Restorative conversation	Parents informed if low level behaviour persists	No formal recording unless low level behaviour persists
Unsafe behaviour in football	10 min time in	Restorative conversation	Parents informed if low level behaviour persists	No formal recording unless low level behaviour persists
Unsafe behaviour in team games E.g throwing and catching games or tig	10 min time in	Restorative Conversation	Parents informed if low level behaviour persists	No formal recording unless low level behaviour persists
Lack of respect for property or belongings E.g Kicking or pushing chairs, tables, theft, damage to property	10 min time in	Restorative conversation	Parents informed	Record on CPOMS tagging SLT
Aggressive, threatening, offensive remarks to a child or adult E.g. Swearing, insults saying 'shut up', to an adult	15 min time in	Restorative conversation	Parents informed	Record on CPOMS tagging SLT

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Behaviour and Consequences

Behaviour	Consequences	Restorative practice	Action	Recording
Repeated unsafe behaviour in playground games (more that twice a week)	Ban from the games for one week	Restorative conversation	Parents informed	Record on CPOMS tagging SLT
Hurting / threatening another child (deliberate)	30 min time-in	Restorative conversation	Parents informed	Record on CPOMS tagging SLT
Absconding – internal E.g. leaving the classroom without permission	30 min time – in	Restorative conversation	Parents informed	See headteacher or deputy head Record on CPOMS Risk assessment completed
Absconding – external E.g. leaving the school grounds, or other educational site without permission	1 day of no playtime or lunchtime Health and safety review	Restorative conversation	Parents informed Positive handling techniques may have to be used.	See headteacher or deputy head Record on CPOMS Risk assessment completed
Inappropriate behaviour E.g. touching / hitting another child in private areas	15mins time in / 30 mins time in / 1 day no playtime and lunchtime play as appropriate to the developmental age Take child to DSL who will identify correct level of consequence Health and Safety review *	Restorative conversation	Parents informed	See DSL Recorded on CPOMS AIMS checklist completed in appropriate
Violent and / or threatening behaviour E.g. throwing things, physically or verbally intimidating behaviour, verbal threats, shouting, spitting child is in danger to themselves and others	1 day of internal exclusion Health and safety review*	Restorative conversation	Parents informed Fixed term exclusion to be considered Positive handling techniques may have to be used	See headteacher or deputy head Record on CPOMS Risk assessment completed
Bullying	1 day of internal exclusion Health and safety review*	Restorative conversation	Parents informed Fixed term exclusion to be considered	See headteacher or deputy head Record on CPOMS
Repeated unsafe behaviour in playground games (more that twice a week)	Ban from the games for one week	Restorative conversation	Parents informed	Record on CPOMS tagging SLT

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Appendix 2 - Consequences chart additional information

Consequences chart additional information (staff and parents only)
Informing parents/carers. A member of staff will inform parents and carers if their child has accrued 15 minutes, or more, of time-in. Parents and carers will also be informed if low-level behaviours persist. In line with confidentiality and data protection protocols, we will not share or discuss personal information about a child's behaviour or specific provision with other parents/carers unless the child's parents/carers have given their consent for us to share information
Specific inappropriate behaviours such as harmful sexualised behaviour, e-safety concerns and inappropriate use of social media. The headteacher and DSL will refer to the Child Protection and Safeguarding Policy, Keeping Children Safe in Education, and the AIM guidance. Staff will consult with other agencies to ensure that appropriate consequences and support measures are put in place. This may include removal from the classroom to work in an alternative learning space and/or increased supervision.
SEND/SEMH. In line with our SEND policy, children with specific needs may have an individual behaviour plan in place. This may identify adaptations e.g. adult support, extra thinking/processing time or additional warnings. Behaviour Plans will be devised in consultation with the SENDCo, class teacher, pupil and parent. Some children with SEND or SEMH needs may have time-in, or other consequences, immediately rather than waiting until the next playtime, if this is more appropriate.
Positive behaviour support approaches (including positive handling / care and control) This is a holistic approach to a range of risk reduction strategies to de-escalate behaviour which may include: verbal, non-verbal, and where 'reasonable and necessary', physical restraint. We work closely with other professionals when using any form of physical handling. Advice is sought from the Health and Safety team to plan for potential issues and risk assessments are put in place. Staff receive Team Teach training in de-escalation strategies and the use of positive handling where deemed reasonable and proportionate. Staff trained in these techniques also receive regular refreshers to ensure that all strategies and techniques meet the most up-to-date legal and best practice requirements. *Schools can use reasonable force to: remove disruptive children from the classroom where they have refused to follow an instruction to do so; prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; restrain a pupil at risk of harming themselves through physical outbursts.* ('*Use of reasonable force. Advice for headteachers, staff and governing bodies' DfE update July 2015)*

Appendix 3 – additional information about specific behaviours/concerns

Violent and abusive behaviour

If a child causes physical harm to another child, adult or property, is abusive or is involved in a racial incident they will be sent to the Headteacher. Parents will be informed and the Headteacher will choose an appropriate sanction which may mean exclusion in more severe cases. All exclusions will be in line with local authority guidelines.

Headteachers and staff who are authorised have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for.

Prohibited items include knives or weapons, alcohol, illegal drugs; stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images and any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property.

School has the right to:

- Screen and search pupils for dangerous weapons in line with the DfE's latest guidance on searching, screening and confiscation.
- The power to use reasonable force or make other physical contact; if a child is at risk of harming themselves, harming others or damaging property.
- The power to discipline beyond the school gate; for example, when taking part in any school-organised or school-related activity.
- Decide when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Incidents of a violent or abusive nature may lead the Headteacher to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm.

Support systems

Some children need extra support to help them with their social and emotional development. The school supports children who have barriers to their learning and works with parents and children to overcome those barriers. For some children, an individual behaviour programme will be established in consultation with parents and the class teacher.

Parents can access support in school through appointments with the class teacher or Learning Mentor or through parent and carer sessions (PACs) with Horsforth Children Services. See also emotional support for your child as detailed on our school website at where more information can be found.

Bullying

We are committed to the aims of the anti-bullying charter. We support staff to tackle bullying appropriately and ensure that pupils bullying concerns are dealt with sensitively and effectively. We deal promptly with concerns raised by parents or children. Through our behaviour policy, we strive to prevent all incidents of bullying. We raise awareness of bullying through Anti Bullying Week each year.

Defining Bullying Behaviour

- Bullying behaviour deliberately causes hurt (either physically or emotionally including online).
- Bullying behaviour is usually repetitive (one-off incidents, such as the posting of an image or sending of a text that is passed around a group, can quickly spiral into bullying behaviour).
- Bullying behaviour involves an imbalance of power (the person or people on the receiving end feel like they can't defend themselves).

Different Types of Bullying

- Physical – pushing, kicking, hitting, pinching, any form of violence, threats.
- Verbal – name calling, sarcasm, spreading rumours, persistent teasing.
- Emotional – tormenting, threatening ridicule, humiliation, exclusion from groups or activities.
- Racist – racial abuse, graffiti, gestures
- Sexual – unwanted physical contact, abusive comments.
- Damage to property or theft – demanding possessions, money, deliberately damaging belongings.
- Homophobic – taunts, graffiti, gestures relating to the sexual orientation of a person.
- Transgender – taunts, graffiti, gestures relating to the gender identity of a person.
- Cyber – sending threatening or abusive text messages, emails or images. Writing abusive or negative things about people online.
- Gender - taunts, graffiti, gestures relating to the gender of a person.
- Child on child - a person who is equal to another in abilities, qualifications, age, background, and social status bullying by any of the above ways.
- SEND - taunts, graffiti, gestures relating to the special educational needs and/or disability of a person.
- Prejudice-based - bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.
- Discriminatory bullying - Discrimination is when a person is treated unfairly because of who they are. This could be because of their race, their gender, their sexual orientation, a disability, their faith, or more.

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 and online. 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.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element) Where children abuse other children 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 don't want to receive such content.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but the child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
- Familiar, trusted member of staff will support the children who have been victims of or perpetrated the abuse. An Early Help Referral may be appropriate.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between children, including requesting or sending sexual images.
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensure pupils are able to easily and confidently report abuse using our reporting systems.
- Ensure staff reassure victims that they are being taken seriously.
- Ensure staff are trained to understand how to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- Ensure staff are trained to understand that even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- Ensure staff are trained to understand that if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide. We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we:

- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils

- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- All children should report any issues face to face/ via a friend/ to a trusted member of staff who will pass on to the DSL.
- The reporting systems and processes will be made clear through discussion in our Ten Ten curriculum.
- Children will feel safe in submitting any concerns, through reassurances provided following disclosures.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the senior leadership team and governors.

Links with other policies and guidance

This behaviour policy is linked to the following policies:

- SEND policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Exclusions policy
- Use of reasonable force – DfE advice for headteachers
- Positive handling policy
- Searching, screening and confiscation guidance
- Acceptable use policy
- Behaviour in schools DfE guidance