

Sacred Heart Catholic Primary School A Voluntary Academy



‘Do Everything in Love’ 16:14
Corinthians

**Love Ourselves. Love Others. Love Learning. Love Our
World.**

Behaviour and Relationship Policy

Person Responsible- All staff

Ratified by Governors- 01.10.2026

Review date- September 2027

Rationale

At Sacred Heart we promote our school mission 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 pupils and their peers, teachers, and school staff are key to pupil 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 pupils at the door with a positive interaction at the start 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 pupils 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 pupil well-being:** Fosters a more positive and supportive learning environment, leading to increased pupil happiness and engagement.
- **Enhanced social and emotional development:** Equips pupils 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 behaviour.
- **Improved academic outcomes:** When pupils 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

Sacred Heart's Academy Council are responsible for reviewing and ratifying this behaviour policy in conjunction with the headteacher. They monitor the policy's effectiveness and hold the headteacher to account for its implementation.

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.

The school leadership team routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders make sure that all new 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. School leaders consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

The Role of Teachers and Staff

All staff at Sacred Heart have an important role in developing a calm and safe environment for children and establishing clear boundaries of acceptable behaviour.

Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that children can see examples of good habits and are confident to ask for help when needed. Staff challenge children to meet the school expectations and maintain the boundaries of acceptable conduct. They do this in a calm respectful manner away from other children. They allow time for the child to implement the change in behaviour, with an emphasis on prevention rather than sanctions. All staff communicate the school expectations, routines and values both explicitly through teaching behaviour and in every interaction with children. Staff consider the impact of their own behaviour on the school culture and how they can uphold the school's rules and expectations. Staff also receive clear guidance about school expectations of their own conduct at school (Staff Code of Conduct).

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, every child is made aware of the school values, behaviour expectations, pastoral support and subsequent consequences. All children are taught that they have a duty to follow the school behaviour policy, upholding the school rules and contributing to the school culture. Pupils are asked about

their experience of behavior and provide feedback on the school's behavior culture through regular pupil voice. Pupils are empowered to be active participants in maintaining a positive school culture, including roles as School Councillors, Head pupils, leadership roles and Mini- Vinnies. Regular reminders from staff and assemblies support pupils to achieve behaviour standards.

The Role of Parents

The role of parents is crucial in helping Sacred Heart develop and maintain good behaviour. To support the school, parents are encouraged to get to know our behaviour policy and, where possible, take part in the life of our school and its culture. Parents have an important role in supporting our behaviour policy and are encouraged 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. Sacred Heart 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 children's successes. Where appropriate, parents will be included in any pastoral work following undesirable behaviour, including attending reviews of specific behaviour interventions in place.

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.

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:
 - Teachers and teaching assistants greeting pupils in the morning
 - Establishing clear routines
 - All staff consistently modelling 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 positive 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.
- 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.

At Sacred Heart, we recognise learning achievement, effort, making good choices, managing our emotions, positive attitudes to learning and living our school mission and virtues in the following ways:

Classes/ Key Stage	Praise method	Approach
Bluebell Class	'Magic gems in their buckets'	Based around the book 'Have you filled a bucket today?' every child has a 'bucket' with their picture on. Members of staff who see positive behaviours, will be awarded a 'magic gem'. When they have 10 magic gems in their bucket they will exchange them to receive a sticker to go home and 10 house points will be added to their house point chart.
Bluebell Class	Star of the day	At the end of every day a child will be selected for showing a positive attitude towards their learning that day. This child will be the 'Star of the Day' for the following day. When they are Star of the Day that child lines up at the front of the queue, chooses who they sit with at lunch and take the register to the office.
Wharfe, Wheatley and Olicana	House points	Each child is allocated to a 'House'. Up to 5 House Points can be given by any member of staff. Teachers determine the system for recording house points in the classroom. These are collected weekly by year 6 monitors and celebrated in Friday's whole school CW. Half termly, the winning House has a non-uniform day. At the end of the year, the winning House has an afternoon treat e.g. games afternoon,
Whole School	Virtue Certificate	Recipient chosen every 3 weeks. Class peers vote for the child who has lived out the focus virtue. Children receive a certificate in Friday's whole school CW
Whole School	Postcard Home	They will be posted/ taken home. Teachers will decide how many postcards are distributed but there is an expectation that a postcard will sent out at least fortnightly. Teachers to have a pile of postcards. Visitors will also be given them for when they recognise 'over and above' behaviour, attitude and effort.
Whole School	Positive Phone Call	Any member of staff can call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised. SLT to be made aware of phone calls
Whole School	Star writer/ Star mathematician/ Star awards	The class teacher decides upon recipients. Certificates are awarded at whole school assembly. The reason for the award is stated on the certificate and shared with the school. Parents of the recipients are made aware prior to the assembly so they have the opportunity to attend.

The School Rules

Our expectations apply at all times, in all places and with all people.



Responding to undesirable behaviour

- All staff at Sacred Heart 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.
- All staff remain calm and use low arousal language.
- De-escalation techniques, including calm down time, pre-arranged scripts and social stories, 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.

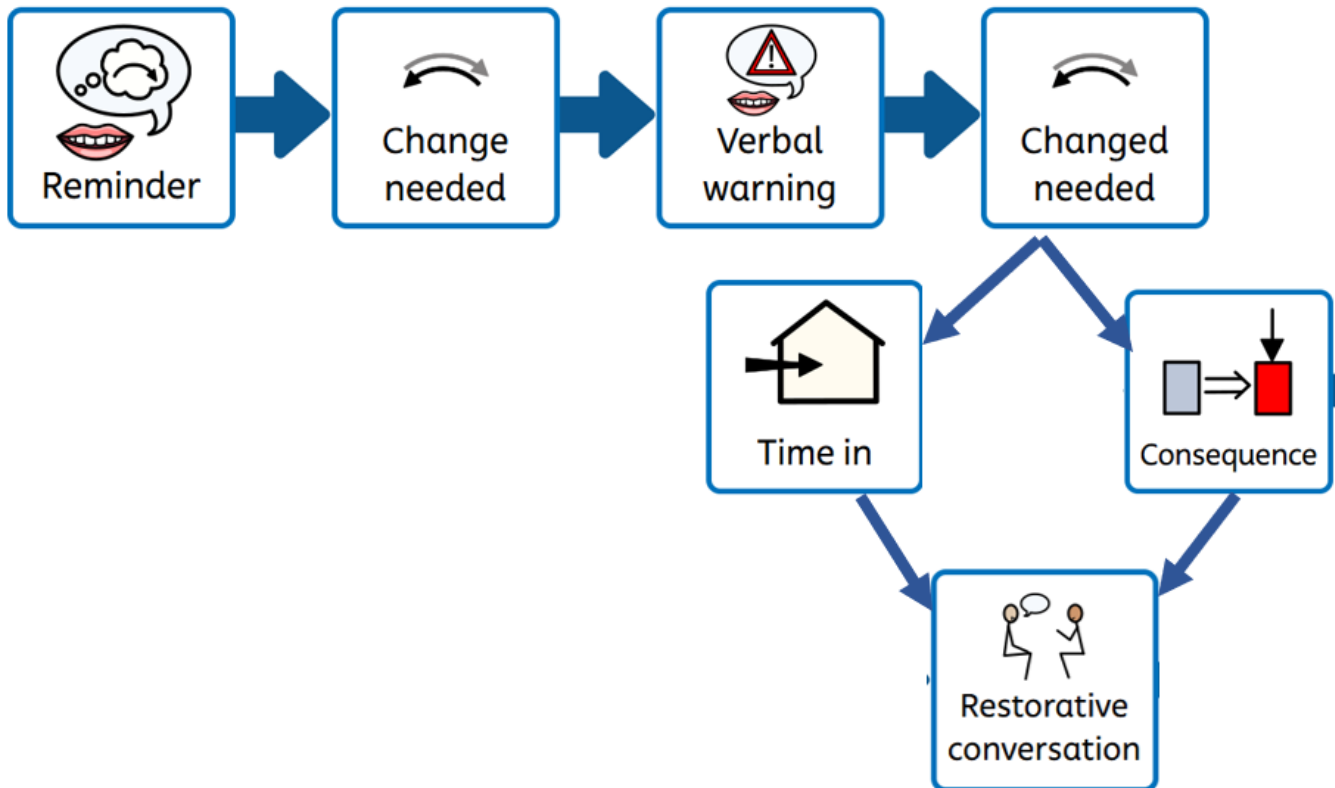
Time in

Time in is a positive, connection-based behaviour strategy designed to help children regulate big emotions.

Key principles of a Time in:

- **Stay Present:** rather than isolating the child, stay with them or keep them close.
- **Neutralise Reactions:** stay calm to help the child mirror your composure.
- **Validate Feelings:** acknowledge the underlying emotion (e.g., "I see you are angry").

Sacred Heart Catholic Primary School- Behaviour Map



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 whilst playing football.
3. Consequence should not be given until the child is calm. Do not attempt a restorative conversation when the child is dysregulated.

Restorative Practice

Sacred Heart Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and after a time in. Issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the steps detailed previously.

A restorative conversation must be undertaken following the incident but only when the child is calm and able to reflect on their behaviour.

Restorative conversation prompts

- What happened?
- 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?

Consequences

There are a range of consequences for undesirable behaviour including finishing work at break, lunchtime or at home. Removal of a privilege such as a lunch club run by school, time with friends or football. A period of internal exclusion or a phone call to parents may be appropriate depending on the behavior

Follow up

Parents/ carers must be informed if a child has had a 'time in' with a member of staff. All incidents will be logged on the secure behaviour platform (CPOMs).

If a child has three or more 'time ins' in a week then a face-to-face meeting between the teacher, SLT and parents/carers will be arranged.

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.

Violent or Abusive behaviour

All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include racist, sexist or homophobic comments; physically abuse of another child or member of staff; verbal abuse; deliberate damage to property; stealing and leaving the school premises without permission.

Suspensions and Exclusions

Fixed Term Suspension

At Sacred Heart Primary School, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption.

If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home.

Following a fixed-term suspension, the child and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion.

The Academy Council of Sacred Heart Primary School agree with this stance and all policies and procedures are in place to support inclusion of all children.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

All suspensions and exclusions will be in line with local authority guidelines.

Language

At Sacred Heart Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'bad', 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system.

Mental Health and Wellbeing

We recognise the impact of mental health on behaviour. We utilise emotional regulation strategies, including explicit teaching about identifying emotions, Zones of Regulation, as well as access to calming and sensory spaces to support self-management. Staff have received training regarding emotions coaching and restorative practice.

Children who exhibit behavioural problems as a result of identified social, emotional and mental health issues are placed on the school's SEND register. Reasonable adjustments to the behaviour policy may be needed or an individual behaviour plan should be established in consultation with parents, the class teacher and SENDCo. Strategies to support behaviour will be considered (e.g. Time to Talk, social stories, use of visuals) as well as the involvement of appropriate outside agencies e.g. SCIL team, the Educational, Emotional and Wellbeing Practitioner, Early Help or the educational psychology service where appropriate.

Zones of Regulation

Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. Zones of regulation make them easier to talk about, think about, and regulate. The Zones of Regulation help children to organise their feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red.

Zones of Regulation will also help children recognise when they are becoming less regulated and manage their emotions effectively. For some children this comes more naturally, but for others it is a skill that needs more attention and practice. The simple, common language and visual structure of the zones of regulation helps make the complex skill of regulation more concrete for learners and those who support them.

Searching, Screening and Confiscation

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; vapes; tobacco and cigarette papers; fireworks; pornographic images; 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; and any item which a school policy specifies as banned and able to be searched for.

School has the right to:

- a. Screen and search pupils for dangerous weapons.
- b. 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.
- c. The power to discipline beyond the school gate; for example, when taking part in any school-organised or school related activity.
- d. 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.

Bullying

We are committed to the aims of the anti-bullying charter set out by the Anti-bullying Alliance. 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 -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)

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.

Mobile phones at Sacred Heart

In line with the Department for Education's statutory guidance, our school is a mobile phone-free environment by default to maintain a calm, safe, and focused learning space.

From September 2026, pupils are strictly prohibited from using or accessing mobile phones, smartwatches, or any device with messaging, recording, or internet connectivity functions at any point during the school day. This policy applies to all classrooms, playgrounds, lunchbreaks, and transitions between activities. This expectation will be shared with children and parents. Any child who is seen with a phone will be reminded this is not acceptable and of the expectations about storing phones in a locked box in the office. If this is breached again it will be dealt with in line with this behavior policy.

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.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi- nudes)

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
 - 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”
 - 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:

- Put systems in place for children to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to children 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 PSHE curriculum.
- Children will feel safe in submitting any concerns, through reassurances provided following disclosure.

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
- Mobile phone policy
- Searching, screening and confiscation guidance
- Acceptable use policy
- Behaviour in schools DfE guidance

