

BLACKROD PRIMARY SCHOOL



Behaviour & Positive Relationships Policy

Approved by: Curriculum, Standards and Safeguarding Committee

Last reviewed on: September 2024

**Next review due
by:** September 2025

Contents

| | |
|--|----|
| 1. Intent | 3 |
| 2. Implementation - Code of Conduct..... | 4 |
| 3. Rewards | 5 |
| 4. Misdemeanours | 6 |
| 5. Bullying | 7 |
| 6. Zero- Tolerance approach | 9 |
| 7. Behaviour Guidelines - a levelled approach | 10 |
| 8. Strategies - Types of Behaviour | 11 |
| 9. Roles & Responsibilities..... | 12 |
| 10. Classroom Management | 13 |
| 12. Transition, support, Training | 14 |
| Appendix 1: Flow chart for Behaviour Management..... | 15 |
| Appendix 2: Compliance Routines | 16 |
| Appendix 3: The Blackrod Way | 17 |
| Appendix 4: Individual Merit chart..... | 18 |
| Appendix 5:Restorative Conversation..... | 19 |
| Appendix 6:Child on Child abuse Guidance | 20 |

Intent

“Visible consistency with visible kindness allows exceptional behaviour to flourish.”

Paul Dix



British Values

The staff and Governors at Blackrod Primary School are committed to maintaining high expectations of behaviour, underpinned with the fundamental British Values, as an essential contributor to the educational experience of the pupils and to the happiness and wellbeing of the school community.

We are proud that Blackrod Primary is a Rights Respecting School led by the UN Convention for the Rights of the Child. Being a Rights Respecting School underpins this whole school policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.



The purpose of this policy is to give a clear code of conduct for the use of all at Blackrod Primary School, both adults and pupils. It has been written following discussion with staff and pupils and reflects the values and principles that we consider to be important for learning to flourish at our school. This policy should not be seen as something static, but must be responsive to changes within the school.

The following principles underpin our Blackrod way, Class Charter and Values:

- To provide a shared understanding, to parents, pupils and staff members, of how pupils are expected to behave inside and outside of the classroom.
- For staff to project themselves as good role models, co-operating and supporting one another and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have high standard of pupil expectation in all aspects of work.
- To provide a consistency in defining what we consider to be misbehaviour and the relevant levels.
- To outline what parents, children and staff members are all accountable for when responding to behaviour.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-regulation and trustworthiness.
 - To establish the right conditions for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To provide a safe place for children to voice their worries and be confident that they are addressed through the Curriculum.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour

Other relevant policies:

- Anti-Bullying Policy;
- SEND Policy;
- Attendance Policy;
- Parent code of conduct

Implementation

Adults need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise, regard and being a role model are the key to promoting positive learning behaviours. Pupils need to know what these positive learning behaviours are and how they impact on learning. They need to receive consistent positive encouragement as means of motivation. They need to be explicitly taught to manage their own behaviour within PSHE lessons, assemblies and class discussions. Adults need to recognise that establishing effective conditions for learning will impact dramatically on pupils' outcomes in learning. All adults in school use the Blackrod way (code of conduct) and the class charter consistently to promote positive behaviour.

CODE OF CONDUCT

Our Code of Conduct is:

We are respectful and gentle;

We are kind, polite and helpful;

We are honest;

We look after school property and personal belongings;

We work hard;

We listen to people;

We walk around school sensibly.

'The Blackrod Way'



POSITIVE REWARDS

We prefer to offer pupils rewards for positive behaviour and effort shown inside and outside of school. A number of strategies are used to reinforce positive behaviour whilst in school. We believe that rewards motivate pupils and help them to see that good behaviour is rewarded.

Rewards used at present are:

- Positive comments in pupil's work;
- Verbal feedback;
- Taking excellent work to another teacher and to the Head teacher for praise and stickers;
- A weekly 'Celebration Assembly' where Head teacher's certificates and Blackrod Values certificates are awarded to celebrate pupil's achievements;
- 'Treat Friday' to commend the Head Teachers certificate winners;
- Termly 'Blackrod Honours Assembly' where children are presented with the following awards: Child of the Term, Maths Award, Sports Person and School Values Award;
- Sharing achievements with parents [Praise Postcards, sent to praise individual pupils half termly];
- Celebration of work through the school newsletter and school website;
- Individual Merit points are awarded in class and around school for positive behaviour, effort in class work; Individual certificates are awarded to pupils for merit points.

25 points - Bronze Award;

50 points - Silver Award;

75 points - Gold Award;

100 points - Platinum Award;

125 points– Diamond Award.

150 points – Ruby Award.

175 points – Emerald Award.

200 points – Sapphire Award.



Options for rewards to be used in individual classes include ; Table of the day/ Child of the day [This is awarded within class to pupils who demonstrate our school's code of conduct – The Blackrod Way and Blackrod Values)

Year 6 privileges such as monitors, ambassadors, lunchtime free access to hall, benches in assembly, leavers events/trips and awards are offered to Year 6 children with the expectation of their behaviour exemplifying the values and principles of this policy. Privileges maybe withdrawn at the Senior Leadership Team's discretion.

MISDEMEANOURS

At Blackrod, we recognise that there will be occasions when there will be issues regarding misbehaviour, for various reasons. We will always strive to understand the reasons for the misbehaviour, in order to deal with it effectively. We believe it is always important to label the behaviour and not the child.

Misbehaviour is defined as:

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

We ensure that there is a consistent approach to dealing with misdemeanours. In some cases, a polite reminder or verbal warning will be sufficient. If the problem continues, the adult will re-

establish our school rules to ensure a mutual understanding and will try to work out with the pupil, how the problem can be resolved. At times, it may be necessary to invoke some sort of sanction.

At Blackrod, we take the safety of our pupils seriously and strongly believe that there is no place for serious behaviours.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Items with the characteristics of weapons e.g. replicas
 - Mobile phones, cellular watches and linked devices such as smart watches.
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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)

ANTI - BULLYING

Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying.

This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

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 (e.g. 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 or gaming sites |

Our School Anti Bullying Ethos

The Blackrod Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Staff:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved and record the child's voice.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.

- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded on CPOMS by the school in accordance with existing procedures.
- This will include recording appropriate details regarding decisions and action taken.
- All parental concerns will be investigated.
- Parents will be involved in any serious cases of bullying.

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:

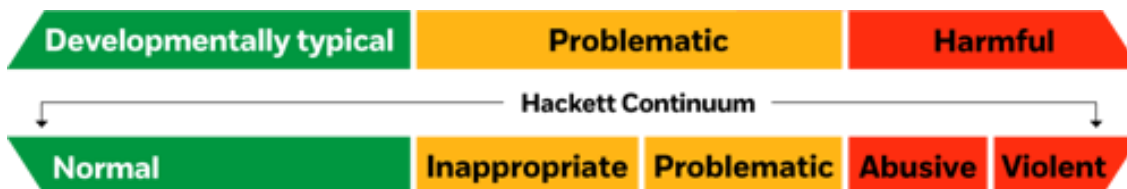
Proportionate

Considered

Supportive

Decided on a case-by-case basis

Hackett's continuum presents sexualised behaviour as a range from 'normal' to 'inappropriate', 'problematic', 'abusive' and 'violent' (Hackett, 2010). This guide is used to distinguish sexual behaviours that are developmentally typical, problematic or harmful. [Responding to children who display sexualised behaviour \(nspcc.org.uk\)](https://www.nspcc.org.uk/keeping-children-safe/sexual-abuse-and-exploitation/sexualised-behaviour/)



Sanctions for sexual harassment and violence may include:

- A verbal warning
- A phone call to parents
- Pupil will have reflection time during break or dinner
- PSHE lesson linked to incident
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

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

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 child protection and safeguarding policy for more information.

***See Appendix 6 for further guidance on Child on Child sexual behaviours**

Off-site behaviour

Staff will follow the behaviour and relationships policy during all educational visits including residential trips.

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 (e.g. 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 or member of the public
- Could adversely affect the reputation of the school
- Bullying another child from the school outside of the school premises
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

BEHAVIOUR GUIDELINES

At Blackrod Primary School we encourage good behaviour at all times but are aware that some children may find following the school rules a challenge in some situations. We have identified areas of **misbehaviour** and placed them into three broad bands. The fourth band will be for incidents of **serious misbehaviour** which will be dealt with by our pastoral support programme and may include external agencies

| | |
|---|--|
| <p>LEVEL 1</p> | <p>Misbehaviour that can effectively managed within a classroom environment by the class teacher and/or Teaching Assistant.</p> <p>*See guidance on Pg. 10</p> <p>Misbehaviour that can be effectively managed at play by the staff on duty.</p> |
| <p>LEVEL 2 [Persistent Level 1]</p> | <p>More serious/negative misbehaviour that is not as easily managed within the classroom environment.</p> <p>*Pupil will have reflection time during break or dinner.</p> <p>[20 minutes for one incident, or for a series of level 2 behaviours, it would be a full dinner time]</p> <p>If the incident happens in the afternoon, the restorative conversation happens as soon as possible [when the child is ready to talk] and then break time is missed the following day as a sanction.</p> <p>It is important that a restorative conversation is had with the pupil. [See further guidance Appendix 4.] If this was to continue it would lead to <u>internal suspension</u>.</p> <p>More serious/negative misbehaviour that is not easily managed at play by the staff on duty.</p> <p>*Class teacher to advise the sanction.</p> <p>*Class teacher to log this as an incident on CPOMs. Parents to be informed at the end of the day.</p> |
| <p>LEVEL 3 [Persistent Level 1 and 2]</p> | <p>Continuous Misbehaviour [Level 1 and 2] This may require the intervention of an Individual Behaviour Programme (IBP). The HT and DHT must be informed.</p> <p>*Internal Exclusion may be necessary. Dependent on behaviour, removal may be required immediately.</p> <p>*If the behaviour involves child on child – inappropriate sexual behaviour. See Appendix 6 for further Guidance</p> <p>It is important that a restorative conversation is had with the pupil. [See further guidance Appendix 4.] If this was to continue it would lead to <u>external suspension</u>.</p> <p>The class teacher will make a referral to the SENCO and parents will be involved.</p> <p>*Class teacher to log this as an incident on CPOMs.</p> |
| <p>LEVEL 4 [Repeated Level 3]</p> | <p>Extreme Behaviour - *Removal of child immediately to SLT office.</p> <p>Formal pastoral support programme actioned by a Child Concern Meeting that will involve parents, class teacher, the Head teacher, SENCo and external agencies</p> <p>*Class teacher to log this as an incident on CPOMs.</p> <p>*External Exclusion likely.</p> <p>*Permanent exclusion possible dependent on the nature of the behaviour/ persistent breaches of behaviour policy.</p> <p>*If the behaviour involves child on child – violent sexual behaviour. See Appendix 6 for further Guidance</p> |

In cases of a formal exclusion the Governors and Head teacher follow the procedures as set down by the Local Authority and Department for Education.

See additional guidance: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424222/suspension_and_permanent_exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_england_including_pupil_movement.pdf) Page 11+

Level 1 strategies to support Classroom Behaviour management

- Non – verbal 'cue' /a 'look.'
- Positive praise directed at others to spotlight desired behaviour.
- Gentle reminder [try not to start instructions with *don't* or *stop*- instead try 'Show me... or... Good...']

Supported by visuals [EYFS/KS1 or as necessary]

- Firm reminder – ensure to make explicit what you want them to do/ stop doing and the consequence.

Eg. _____ I'd like you to stop shouting out and instead, put your hand up if you want to say something. If you do this again, you'll miss your break time today.

- **Level 2 [See above]**

Types of Behaviour

| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--|--|---|---|
| Not on task | ANY PERSISTENT L1 | ANY PERSISTENT L1 & L2 | ANY PERSISTENT L2 & L3 |
| Disturbing others during Learning | Refusal to complete work | Vandalism of school property. | Vicious acts – including hitting, kicking, punching. |
| Answering back | Minor vandalism | Persistent stealing | Persistent bullying and verbal abuse. |
| Not following instructions | Stealing | Repeated bullying & name calling. | Extortion |
| Telling lies/ getting others into trouble. | Direct verbal abuse | Aggressive hitting, kicking & punching [2 nd offence] | Dangerous refusal - putting themselves or others in danger. |
| Shouting out to interrupt | Isolated act of violence – hitting, kicking, punching etc. | Abuse -Threatening behaviour towards adults/ staff/ peers | Child on Child – Second Instance – Inappropriate sexual behaviours * |
| Unsafe movement around school | Persistent name calling. | Leaving school premises without consent. | Child on Child – Physical, violent or sexual behaviours * |
| Unsafe Behaviour/ Careless damage | Spitting | Child on Child – Single Instance – Inappropriate sexual behaviours * | |
| Playtime incident [unintentional] | | Harm towards living things. | |

***See Appendix 6 when referring to Child on Child - harmful/ inappropriate sexual behaviours**

ROLES AND RESPONSIBILITIES

The Governing Board

The governing board is responsible for reviewing and approving the written behaviour policy.

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's Intent with behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Contributing and agreeing to the behaviour policy.
- Implementing the behaviour policy consistently.
- Reinforcing positive behaviour using praise and reward.
- Following the guidance to act on behaviour incidences – refer to the levels and related sanctions.
- Use the compliance routine.
- Modelling positive behaviour and using consistent positive reinforcement.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents on CPOMS [From Level 2 onwards]

It is important that all staff are aware of their own responsibilities in a variety of situations/circumstances. In general, any member of staff who is on duty, taking assembly or teaching whole or groups of children, should have a lead role in using any rewards or sanctions as stated in this policy to further encourage positive behaviour.

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

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

- Support school in a consistent approach to behaviour.

Pupils

Pupils are expected to follow the code of conduct, as stated on page 4.

BEHAVIOUR MANAGEMENT

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged in learning.
- Plan lessons which are engaging and adaptive for every learner
- Adopt a range of strategies to ensure classroom dialogue is inclusive and consistent for all.
[No Hands Up]
- Refer to '**The Blackrod Way**' - a visual code of conduct which is present in classrooms and around school.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Use the Compliance Routine when giving instructions.
 - Using positive reinforcement

Physical restraint/Positive Handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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
- Be recorded on CPOMS and reported to parents.

Confiscation

Any prohibited items (listed on page 6) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil support

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

The school's special educational needs co-ordinator will 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 to create the plan and review it on a regular basis.

Pupil 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. Pupil passports are updated and shared for SEND and vulnerable children.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

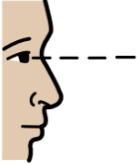




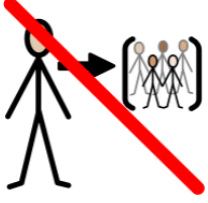

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

BEHAVIOUR MANAGEMENT FLOW CHART

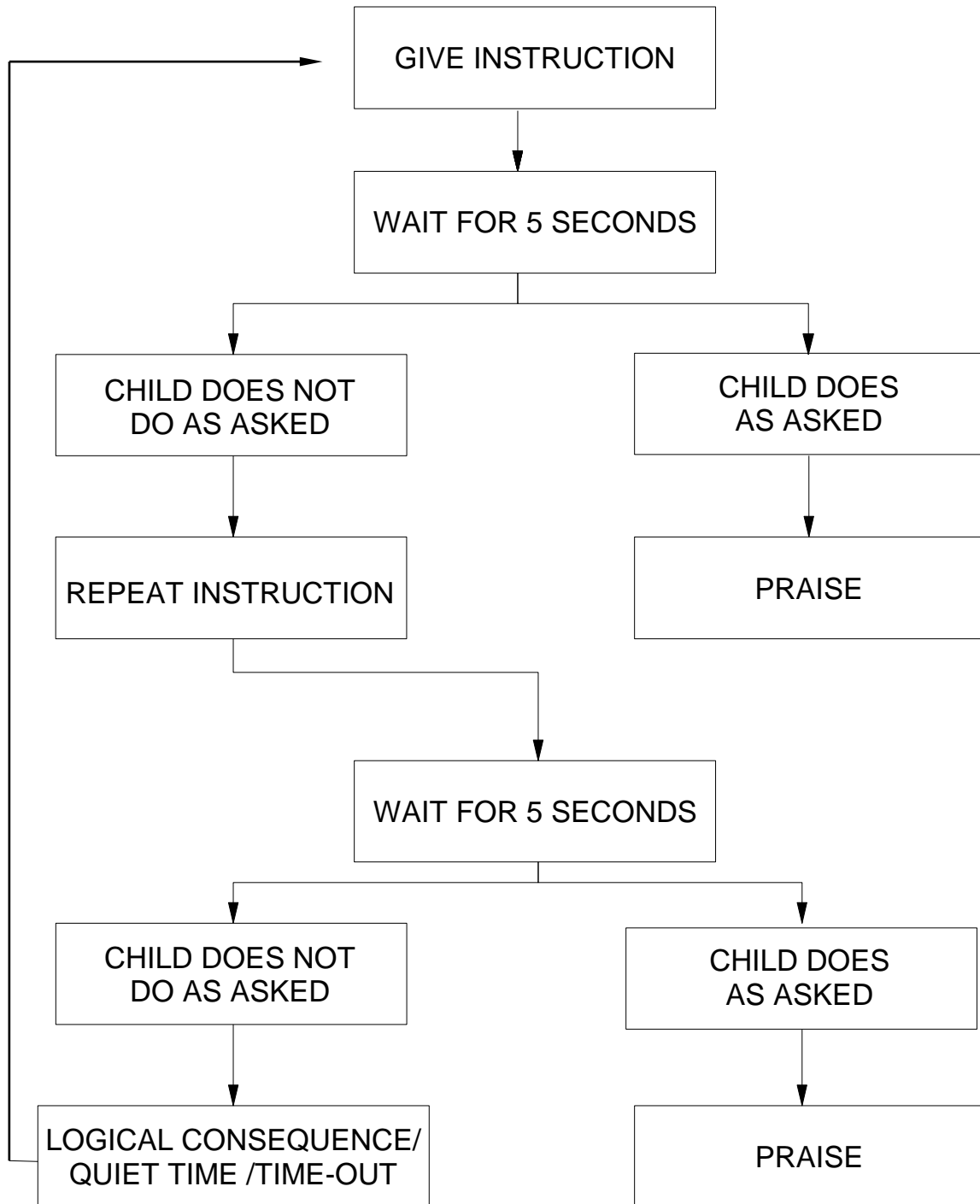
(Low level/persistent breaches of code of conduct/school rules)

| | | |
|----|---|---|
| L1 | <p>Non- Verbal cue</p> <p>Positive Praise to spotlight desired behaviours</p> |  |
| | <p>Gentle verbal reminder</p> <p><i>Supported by visuals [EYFS/KS1 or as necessary]</i></p> |  |
| | <p>Firm verbal reminder</p> <p>Ensure to make explicit what you want them to do/ stop doing and the consequence.</p> |  |
| L2 | <p>Missed play/ lunch time</p> <p>CPOM behaviour/ Expected work to be completed</p> |  |
| | <p>Restorative meeting</p> <p><i>What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.</i></p> |  |
| L3 | <p>Internal Referral</p> <p>Pupil will be internally removed and a member of SLT will continue the process.</p> <p>CPOM behaviour/ Parent to be involved.</p> |  |
| | <p>Formal meeting</p> <p>Parents will be invited to speak with SENCo and/ member of SLT and class teacher to discuss child's misbehaviours and agree objectives for an IBP.</p> |  |

Any behaviour which goes beyond L4 will be dealt with in line with school/ Bolton authority policy.

Appendix 2

COMPLIANCE ROUTINE



BE YOUR BEST

The Blackrod Way



We are respectful and gentle



We are kind, polite and helpful



We are honest



We look after school property



We work hard and listen



We walk around school sensibly



STEP 1. Open the lines of communication.

Let your children know that you will listen to them and their perspectives, then do just that. This is not the time for lectures or judgement.

Say:

- I wanted to talk with you about _____.

STEP 2. Allow them to explain the situation from their perspective.

Try to see the situation from their point of view. Remember that children, as adults, may often feel very differently about the same event.

Say:

- What happened?
- Can you tell me more about _____.
- What were you thinking at the time?
- What were you feeling?

STEP 3. Identify what led up to the incident and any root causes.

Help the child gain a greater understanding of the situation by asking about what happened before or what else may have affected their behaviour.

Say:

- It sounds like you felt _____. What made you feel that way?
- What happened before it started?
- What else do you think was going on with _____?
- Has this happened before?

STEP 4. Identify the IMPACT

Help the child see how their behaviour affected those around them. They may need help understanding consequences they can't see, such as hurt feelings.

Say:

- What happened to you? To your friend?
- What have you thought about since?
- Who else do you think has been affected/upset/harmed by your actions? How?
- When I heard/saw _____, I felt _____ because I _____.
- What role do you think you played in this situation?
- How do you feel now?

STEP 5. Address needs and REPAIR. Help the child decide how to make things better or solve the problem. Lead them to a resolution they can feel good about, even if it is a consequence.

Say:

- What can you do to make things better?
- If you were _____, what do you think you would need?
- What do you need to help you do that?
- What would you like to see happen?
- What could you do to make sure this doesn't happen again?
- What can you do differently next time?

STEP 6. CREATE AN AGREEMENT. This may be a verbal agreement, a checklist or even a written letter or contract. Remember to follow through on your own promises. Say:

- Based on our talk, I heard that you will _____. I will also _____.
- Can we agree on this plan?
- I'm going to check on you in a while to see how things are going.
- Thank you for sharing with me! I'm so happy we can work together to make things better!

Appendix 6

Child - on - Child abuse

What is Child-on-Child Abuse?

Child-on-child abuse is any form of physical, sexual, verbal, emotional or financial abuse, or coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. If staff have any concerns regarding peer-on-peer abuse, they should speak to their designated safeguarding lead or deputy.

Inappropriate Behaviours

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. At Blackrod, we have a **zero-tolerance approach** to sexual violence and sexual harassment. We believe it is **never acceptable**, and it will **not be tolerated**.

It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to **a culture of unacceptable behaviour**, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Physical inappropriate behaviours between peers, may include:

- **Grabbing/ hitting bottoms, breasts and genitalia,**
- **Pulling down trousers,**
- **Flicking bras and lifting up skirts.**

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

(NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

[KCSIE – 1 September 2024]

Responding to allegations of child on child sexual/ inappropriate behaviours

- All concerns, discussions, decisions and reasons for decisions will be recorded electronically on CPOMs. The DSL [Vicky Wilson] will be alerted to the incident.
- We will do our utmost to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, although complete confidentiality cannot be promised.
- The nature of the alleged incident will be considered; age of the children involved, developmental stages of the children involved, any power imbalance between the children [eg. Is the alleged perpetrator significantly older, more mature, more confident?]
- The frequency of this type of behaviour will be considered. Eg. Is this a one- off or sustained pattern of abuse? Have there been other instances where the perpetrator has displayed these inappropriate behaviours towards peers?
- Is this behaviour accompanied by other forms of abuse [not just of a sexual nature?]
- Following these considerations, the DSL alongside other members of SLT will make an immediate decision as to how best to support and protect all children involved.

For further Guidance on managing allegations internally or externally refer to:

[Keeping children safe in education - GOV.UK](https://www.gov.uk/guidance/keeping-children-safe-in-education)