



Marsden Infant and Nursery School

Behaviour policy

Exclusion guidance

**Restrictive interventions, including use of reasonable force,
in schools**

Harmful Sexual Behaviours)

Date Approved: Approved by Governors September 2026

Updated: September 2026

Next review date: September 2027

School Vision

At Marsden Infant and Nursery School, we believe that learning should be engaging, purposeful and challenging so that children learn to be determined to succeed.

Through our effective and balanced curriculum, we support and nurture all children enabling them to develop into confident, independent learners who are hardworking, respectful of others around them and proud of their achievements.

Aims of this policy

Our aim is to promote a working relationship between pupils, staff and parents and carers, so that positive attitudes to standards of behaviour and social skills are reinforced both in the school and at home.

Our school Values

Nurture

Belong

Inspire

Succeed

At Marsden Infant and Nursery School we teach children the importance of our carefully chosen values. We want all children to know what the school values are, and to be able to demonstrate the meaning of each of the words through the way they act and how they treat others. These values are our core values and are used as a common language to refer to expected behaviour by all staff and pupils.

We actively celebrate and reinforce our school values every day by recognising and praising children who demonstrate them in their actions and behaviours. Staff consistently model each value, making explicit links to everyday experiences and interactions. Through regular discussion, positive reinforcement and purposeful teaching, children are supported to understand the importance of our core values and are encouraged to live them out in all aspects of school life.

We ensure everyone applies our values to every aspect of school life. We do this by following the school rules.

School Rules 'The Marsden Ways' - these are represented as



strands

Good behaviour means that everyone in the school will be:

- kind and thoughtful
- inclusive
- polite and friendly
- helpful
- try their best
- never give up
- care for their school

These expectations of behaviour are explained, encouraged, modelled and taught in all activities and through school in an age appropriate way.

Our behaviour expectations are displayed as 'The Marsden Ways' and a rainbow visual supports children as they are learning to read and write. We use widgets to further help our children to understand the behaviour expectations as part of dual coding.

Whole school routines and expectations support pupils in meeting the behaviour expectations e.g. Silent signal (hand up), walking quietly around school and classes will use signals or strategies to support their classroom management in an age appropriate way; tambourine, count down, eyes on me etc.

The teaching and reinforcement of the school expectations (routines and systems) is the responsibility of every member of staff.

Class, School and Parent charters

Each class creates their own class charter that staff and pupils sign up to, agreeing to follow the Marsden Way (rules). The charters are used to promote and remind children of how they can show that all the children in class aim to follow our ways and actively show and aspire to demonstrate our values. Parents will be asked to sign a copy each year.

Behaviour for learning

At Marsden Infant and Nursery School we believe that when children behave positively, they will achieve the best outcomes. All adults in school are committed to supporting children to have excellent behaviour and to following the school behaviour policy by:

- Modelling respectful behaviour at all times
- Praising and rewarding positive behaviour and sanctioning poor choices in line with school guidance and expectations.
- Building positive relationships with all children and their families and their wider support networks
- Creating an environment for learning with clear structures and routines
- Consistently modelling, recognition and reinforcement of our learning behaviours within the five-part teaching sequence, children develop the skills to use these behaviours independently and successfully when working both individually and collaboratively.
- Creating an engaging, purposeful and aspirational learning environment where effort, achievement and success are consistently expected, recognised and celebrated.

Encouraging Good Behaviour

Rewards or incentives enable us to celebrate children's personal, social and academic development and creates a positive ethos in our school. Our incentives are designed to give children a sense of maintaining their effort and working towards a goal through following the rules and being aware of their own behaviour.

They include;

- Positive comments through private & public praise
- Stickers, badges, class prize boxes
- Tokens, team treats.
- Raffle tickets and whole school treasure chest
- Class jobs/additional responsibilities
- Whole class reward systems created with the class/teacher
- Weekly Values certificates in assembly and other certificates and rewards.

Stopping Inappropriate Behaviour

If children are seen to break the agreed behaviour expectations without incurring consequences, we give the message that the rules and instructions are unimportant. We have a clear step-up system that is fairly and consistently implemented and understood by all pupils:

The three steps:

Step 1: A verbal reminder giving clear positive instruction of what the child needs to do. Remind them that they will be given a warning if they continue and do not make the right choice. You need to sit down on the carpet, thankyou.

Step 2: A warning directed at the child making them aware of which 'way' they are not following and clearly outlining the consequence if the behaviour continues. Say clearly what behaviour you need to see, use language such as 'you need to.....' and 'then we can....' (continue learning/go out to play etc). This will be done in a calm way, which is positive and helps the child to see the next steps.

Step 3: A final warning which repeats the 'way' that is not being followed, use the language of choice. Make the right choice and... or you will have to...

If the inappropriate behaviour is not corrected:

Time out within the classroom. This may be moving to a different seat/area within the classroom. This will be decided by the teacher and will be age appropriate and can be an area which simply allows for regulation, or to be able to access learning without distractions.

Time out of the current learning space. This can be in a different classroom space, or with an adult out of the classroom. 'Time out time' is to be used for personal reflection. It may involve a discussion, if a child is ready for this, but this is dependent upon the needs of the child. It is an opportunity for quiet time and for the 'space' needed to then be able to re enter the whole class learning space. This can be a short period of time.

Children return to class after time out and are given the opportunity to put right what went wrong and relationships between staff and child repaired.

If a child returns to the classroom, does not settle and follow instructions given, or if the child persists in the inappropriate behaviours, lost learning time is accrued from this point and child may need to leave the classroom with SLT. Lost learning time needs to be made up as soon as possible after the time out at a breaktime or lunchtime. **Lost learning time needs to be supervised by class based staff.** The class teacher should discuss this with the parent/carers before the start of the following day, and this will be logged on cpoms.

(log on CPOMS)

We consider it to be serious incident if a child refuses to take up time out time, or persistently refuses to follow the adult instructions as this type of behaviour leads to disruption of learning for others. We have a 'red triangle' system in place where SLT are always available if required to support a child in leaving the classroom.

This will then lead to time with SLT to complete lost learning for an amount of time which supports the turn around of a child's behaviour so we can help a child to then follow the Marsden Ways and receive the support they need.

If a child is involved in a serious incident eg. involving deliberate hurting of other children/adults, incidents classified as bullying, or wilful insolence to staff, the 3 steps do not need to be used. Incidents such as these should be referred to SLT for consequence and parents will be informed. Learning will take place with the child to enable a child to know which Marsden Way was not followed and the necessary reflect and repair will take place. This may be talking with an adult/child to help with the process of reflect and repair. Group or 1:1 intervention to support the individual with their own learning.

Consequences and sanctions

Consequences and sanctions at Marsden Infant and Nursery School have a learning focus, build relationships and encourage pupils to take responsibility.

- Loss of jobs/privileges
- Tasks given as a consequence- e.g - help to clean up mess caused from incident
- Time taken away from break/lunch to complete activities known as making up 'lost learning time'.
- 'High Supervision' play/dinnertimes (e.g children to spend break-times with adult learning to play games safely)
- Removal of attendance of special events (e.g. trips/sports matches/clubs)
- Exclusion of a child during the lunchtime break . If this exclusion was that a child was collected and looked after by parents over the entire lunchtime period, this could count as a fixed term exclusion. However, if a child was missing part of free play at lunchtime this would not count as an exclusion.

Behaviour Support Plan

Children whose repeated inappropriate behaviour is through choice and not as a result of an additional emotional, social or communication need will be given some opportunities to make the right choices and change their behaviour over a specific period of time. If their behaviour choices continue to be outside of our expectations, then a Behaviour Support Plan (BSP) will be put in place to support the child and so prevent exclusion. Where a BSP is needed, school will work closely with parent/carers.

The Behaviour Support Plan (BSP) is a way for school and home to work together and can last for a short amount of time, approximately 6 weeks. This focused plan helps a child to become aware of their behaviour and then to make the right choices. There are targets set with the child and parents/carers. Throughout the time of the plan evaluations will be made weekly by staff in school to make sure the plan is working, if any changes need to be made this can happen in a timely way and would not be left till the end of the time period. When all the targets set have been achieved, the expectation is that the child will no longer need a BSP and can follow school expectations.

Red triangle system

In every classroom and key area of the school, a red triangle is displayed and clearly labelled with the name of that room or area. The red triangle is an emergency alert system used to request immediate assistance when urgent support is required. In such situations, a member of staff, additional adult or trusted child may take the red triangle to the nearest available member of staff, who will respond promptly and notify a member of the Senior Leadership Team (SLT) if necessary.

The red triangle should not be used as part of the school's behaviour management procedures or as an alternative to following agreed behaviour strategies. Its purpose is solely to signal that urgent assistance is needed.

The red triangle may be used in response to a range of situations, including significant behavioural incidents, health and safety concerns, accidents, medical needs or illness. As a result, the use of a red triangle should not automatically be assumed to be linked to behaviour, as it may be used to provide support for a child, member of staff or the wider class.

Management of playtimes and lunchtime behaviour

Lunchtimes are an essential part of the school day where children enjoy eating, socialising, relaxing and playing. Children are expected to follow the same high standards of behaviour at lunchtimes as they are in the rest of the school day. Staff are expected to role model the same high standards of behaviours and the same fair consistent support for children to make positive choices.

We purposefully support all children at play and lunchtimes by providing times for both free play and organised games. We group children for times to eat lunch across the classes so there are role models of older children helping and supporting younger children. We promote active lunchtimes.

The 3 step approach described above will be used by all staff in school including lunchtime supervisors. If a child requires time out because they have gone beyond final warning, then time out may take the form of holding the adults hand who is on duty or having time out in a safe place. All recordable behaviour incidents from lunchtimes will be passed on to the class teacher. It is best practice for the adult who dealt with an incident to complete this, but if this is not possible due to a next role, or end of session the class teacher or member of SLT will add information to the system.

Persistent Inappropriate Behaviour

This may lead to a pupil being placed on the SEND register so that other agencies such as Behaviour Support can become involved. An Individual Behaviour Plan would then be devised with support from SEND lead. This would be discussed and agreed with the parent.

Safeguarding and SEND

In line with the School Safeguarding Policy, staff will consider whether the behaviour of an individual gives cause to suspect that a child is suffering or likely to suffer significant harm. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. Consideration will be given to multi agency assessment where this is the case.

Pupils Conduct and Safeguarding - Outside the School gates

Teachers powers include disciplining pupils for misbehaving outside of School premises as well as during the School day. It is important to note that legally, teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". The sanctions listed above may be applied in cases of non-criminal negative behaviour which is witnessed by a staff member or reported to the school and this would be done alongside the parent/carer. This would include school trips and learning activities not on the school premises.

The role of parents and carers

We promote the involvement of parents in supporting positive behaviour. Class dojo, newsletters and social media are used positively to promote the values of our school and share good news with parents and carers and the wider school community. We regularly share good news with parents for all children through daily conversations at drop off and collection.

The parents of children whose behaviour is of particular concern are contacted by the school and a meeting arranged in order to discuss and agree a strategy for improvement. We are an inclusive school and pride ourselves on working with parents and carers and agencies, where necessary, to always support all children to reach their potential.

The role of Senior Leadership Team

The Senior Leadership Team (SLT) will be available throughout the day to support staff with daily teaching and to ensure that pupil behaviour reflects our positive learning community. The designated lead for behaviour within the school is the Headteacher who together with the SLT will regularly monitor behaviour

within the school, including incidences of bullying, reporting this to governors and taking strategic action where necessary.

The role of the staff

All staff at Marsden Infant and Nursery School recognise that the positive, professional relationships we build with pupils are the foundation of our work and the greatest influence in preventing inappropriate behaviour in the school. We know how important it is to develop and building trusting relationships. Pupils will learn to accept support from adults. Positive relationships can be the key intervention to prevent or de-escalate behaviour.

We aim to do this by

- Demonstrating unconditional acceptance of the pupil
- Disapproving of the behaviour BUT not the pupil
- Offering emotional support alongside education
- Understanding the sources of their difficulties, never judging their families or carers but working towards common goals and achievements for the pupil
- Being consistent in all approaches
- Positivity far outweighing negativity, always celebrating the Marsden ways and all successes
- Providing clear boundaries of control
- Setting limits for behaviour and confidently sticking to them (all pupils need to know the difference between appropriate and inappropriate behaviour)
- Applying sanctions and consequences firmly, but fairly
- Being calm and non-confrontational at all times

The role of the Governors

Governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. The Governing body must provide clear advice and guidance to the Headteacher on which the school can base the school behaviour policy. The Governors will also support staff to have the confidence to know that Governing Body has a clear understanding of the policy and is able ensure that all stakeholders follow that guidance.

Governing bodies of maintained schools and the proprietors of other schools must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving.

This will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion will not be implemented by staff through threat of punishment.

If seclusion is judged to be needed to keep child/ren safe the place to which the pupil is confined will be safe and not feel threatening or intimidating to the pupil. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave. If seclusion is deemed to be necessary it will be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

Physical Intervention/Use of Reasonable Force

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. We trust school leaders to make decisions on training based on their school's individual contexts and needs. When deciding what formal staff training is required, school leaders should ensure that the chosen training reflects the principles of this guidance. Employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. Therefore, schools should carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible. Key members of staff have been trained in PRICE training (Summer 2026) and Team Teach (Spring 2026).

However skilful we become at anticipating and diffusing difficult situations, there will be times when we have a duty of care to keep children safe using physical intervention.

The DFE definition of reasonable force is:

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The following principles are always adhered to when physical intervention is used:

- In all cases of physical intervention, the welfare of the pupil is of paramount concern
- Physical intervention is used only to prevent an offence being committed, Injury being caused to any person, including the pupil, damage to property, engagement in any behaviour prejudicial to the maintenance of good order and discipline in the school or among any of its pupils.
- All staff must exercise their duty of care to take reasonable steps to protect all pupils from harm
- The number of staff involved must be the minimum necessary to deal with the behaviour whilst safeguarding the child and others at all times
- The force used must be the minimum necessary to manage the harm that needs preventing, it must be reasonable in the circumstances
- Staff need to record all incidents in the PI bound book kept in the Headteacher's office ensuring that their report is factual and non-judgemental. The report should be completed prior to leaving for the day wherever possible. All staff and children involved (if appropriate) should be happy that the content of the report is an accurate reflection of the incident. Parents must be informed and all incidents involving PI should be logged on CPOMS.

Reporting Restrictive interventions, including use of reasonable force, in schools

Recording and reporting the use of seclusion and non-force related restraint Governing bodies of maintained schools and the proprietors of other schools must ensure that a procedure is in place for recording each seclusion or restraint incident as part of the school's duty under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. As outlined in these regulations, an incident of restraint may occur with or without direct physical contact. For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these must be recorded under the procedures outlined in this section.

Incidents will be recorded as soon as practicable after the event by the staff member(s) involved and will endeavour to do this no later than the same day. A record of any such incident will be made in writing as soon as practicable after the incident.

The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

The following details will be recorded

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

As part of the evaluation of the incident additional information will be added to identify best practices and areas for improvement.

This may include; witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place.

Exceptions to the requirement to report are where:

- it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

A report of the incident made to parents will include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable.

This information will be communicated to parents in writing following an initial discussion. Where appropriate, a follow-up meeting or conversation will be arranged to discuss the information in more detail, answer any questions and agree on any next steps. This could include;

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

As a result of evaluation and reviews any existing behaviour support plans may be amended, as needed.

Reporting duties to a 'parent' includes not only carers and persons with parental responsibility but also a local authority who are providing accommodation for the child under section 20 of the Children Act 1989.

Behaviour of parents and visitors when on the School premises

It is the expectation of the school that all adults will display and model positive behaviour towards each other and towards their own and other children whilst on the School premises. This means that use of inappropriate language will always be challenged by staff and reminders will be given. Persistent offenders or anyone who verbally abuses members of staff, or other visitors will be initially issued with a formal warning about their conduct. If this behaviour persists they may be banned from the premises.

Suspension / Exclusion Guidance

A suspension is when your child is removed temporarily from school. They can only be removed for up to 45 school days in one school year, even if they've changed schools. We will endeavour to avoid suspension from the school wherever possible. Suspension is only ever used as a last resort. A decision to suspend a pupil for a fixed period is taken only in response to very serious breaches of the school's rules or where the behaviour of the child means that it is not safe for them or for staff for them to remain in the school at that time. If a child has been suspended for a fixed period, schools should set and mark work for the first 5 school days.

If the suspension is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, for example, at a pupil referral unit.

The Headteacher, or the most senior member of staff in their absence, will take the decision to suspend a pupil and will also decide upon the length of the suspension. This is only done after careful consideration. Special arrangements are always made for the successful reintegration of the child and a pastoral support plan put in place following a reintegration meeting with parents and the child.

When Headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the Headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable. When the Headteacher suspend or permanently exclude a pupil, they will also notify the local authority, without delay.

Permanent exclusion

Permanent exclusion means your child is no longer allowed to attend their named school. A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort. There may, however, be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Depending on the type of exclusion, in the majority of cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

Headteachers' should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the Headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the Behaviour in Schools guidance.

Behaviour of parents and visitors when on the School premises

It is the expectation of the school that all adults will display and model positive behaviour towards each other and towards their own and other children whilst on the School premises. This means that use of inappropriate language will always be challenged by staff and reminders will be given. Persistent offenders or anyone who verbally abuses members of staff, or other visitors will be initially issued with a formal warning about their conduct. If this behaviour persists they may be banned from the premises.

Recording, Monitoring and Tracking of Behaviour Incidents

All significant behaviour incidents are recorded using the Behaviour module on CPOMS. If staff deal with a behaviour incident for a child not in their class, they must ensure that they record this on CPOMS or pass the information onto the child's class teacher so that it can be recorded. All records must include the action taken so this can be monitored for consistency. SLT regularly monitor individual and class behaviour records, offering support and guidance to staff and liaising with parents to support behaviour improvement of individual pupils. Governors are provided with summary behaviour analysis through Headteacher reports.

Additional guidance and assistance is available for staff to support the accurate recording of behaviour, however the following principles should always be followed:

- Record the Location, Time, lesson and 'Behaviour/Achievement Type' ensuring that the most accurate behaviour type is recorded in order to aid analysis of trends.
- Record the action taken by the member of staff dealing with the incident.
- Add additional information if required including linked pupils.

We aim to record behaviour incidents on the day they happen, however it can be that an incident can be dealt with and recorded later due to complexities or due to time constraints.

Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

We believe bullying of any kind is unacceptable in our school. Bullying will not be tolerated. It will always be viewed as serious and action will be taken by the class teacher and Senior Leadership Team in line with sanctions listed above, following recording on CPOMS being marked as a bullying incident. Both victim and perpetrator will be fully supported to prevent further occurrence.

Recording Bullying, Racist, Sexist or Homophobic Incidents

At Marsden Infant and Nursery School we value diversity. We ensure we create and implement strategies to address racism and homophobic bullying as described in the Equality Act 2010 (School Equality Policy).

- All incidents of bullying, homophobic bullying and racism must be recorded on CPOMS. A member of the Senior Leadership Team will report it to the pupil's parents/carers (victim and perpetrator) and then to the Governors via the Headteachers report. This information is then used to set objectives to promote equality and combat discrimination as required through PSHCE. Any incidents involving racial language/behaviour will be passed on to the LA via return forms.
- We will continue to provide for the particular needs of all our pupils having regard to their ethnic, cultural, historical, linguistic and religious backgrounds.
- We will continue to prepare, through PSHCE, RE and other activities; all pupils for life in our multicultural society, building upon the strengths of cultural diversity.

Harmful Sexual Behaviour

Children have the right to be protected from sexual harmful behaviour, sexual abuse and sexual exploitation. Article 34 UNCRNC

The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.

Harmful Sexual Behaviour

Introduction

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

Definition of the parties

Victim: a person who has suffered harm as the result of sexual assault, sexual violence or sexual harassment both online and face to face (both physically and verbally).

Perpetrator: a person who carries out an act of sexual assault, sexual violence or sexual harassment both online and face to face (both physically and verbally).

Alleged perpetrator: a person who has been named as being potentially responsible for carrying out an act of sexual assault, sexual violence or sexual harassment both online and face to face (both physically and verbally).

Statement of seriousness

Any report of sexual violence or sexual harassment will be taken seriously. The school has a zero tolerance approach to sexual violence and sexual harassment; it is never acceptable and will not be tolerated. Any aspect of sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Such reports will initially be managed internally. However, if deemed necessary/appropriate/ incidents may/will be reported to children's social care and/or the police.

Help and support for the victim

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. When responding to a report of sexual violence and sexual harassment, we will listen carefully to the child, reflect back using the child's language, be non-judgemental and explain how the report will progress. The wishes of the victim in terms of how they want to proceed will be an important consideration. Within school, the victim will be supported through pastoral support e.g. learning mentor/Mental Health first Aider and, if appropriate and parental consent is gained, referral to appropriate external agencies.

Sanctions for the perpetrator

Sanctions for the perpetrator will be based on the nature and seriousness of the alleged sexual violence and sexual harassment. Sanctions can include, but are not limited to:

- those outlined in the behaviour policy (section consequences and sanctions);

- the alleged perpetrator(s) removal from any classes they share with the victim, this can include breaktimes and lunchtimes and travelling arrangements to and from school (N.B. these actions are in the best interest of all children involved and not perceived to be a judgement on the guilt of the alleged perpetrator(s);
- Reports made to the police
- fixed term/permanent exclusion

Communication with parents

All incidents of harmful sexual behaviour must be recorded on CPOMS. A member of the Senior Leadership Team will report it to the pupil's parents/carers (victim and perpetrator) and then to the Governors via the Headteacher's report. If it was the parent/carer who was the alleged perpetrator then advice would be taken from Duty and Advice for contact with parents and next steps.

Parents will be contacted and asked to speak with a member of Senior Leadership face to face. This information is then used to set objectives to tackle harmful sexual behaviour as required through PSHCE/RSE.