



St Elphege's RC Infant and Junior & Regina Coeli Catholic Schools



SANCTA FAMILIA
CATHOLIC ACADEMY TRUST

Positive Behaviour Policy

Positive Behaviour Policy			
Scope:		St Elphege’s RC Schools and Regina Coeli Catholic Primary School	
Date Adopted:		January 2015	
This Review:		Autumn 2026	Every 3 years or when regulations change
Next Review:		Autumn 2029	
Approved	HT:		Monitoring & Evaluation Committee
	Governor:		



The Federation of St Elphege's and Regina Coeli Catholic Schools



'With God all things are possible'

'Where there is love, there is God'

The Federation of St Elphege's and Regina Coeli Catholic Schools will give every child the best possible education because each individual is uniquely created and precious to God. With the help of God's love, the Federation of St Elphege's and Regina Coeli Catholic Schools will seek to develop the whole child. It is the Federation's mission, guided by the Holy Spirit, to nurture each child's spiritual, moral and academic growth. As a Catholic community, guided by the Holy Spirit, we will follow the example of Jesus Christ in all aspects of daily life.

Our Mission Statement

Inspired by the teachings of Christ we will...

- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our Federation is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best
- Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community

Inclusion statement

The school community will ensure that ALL children irrespective of race, ethnicity, nationality, gender (including those who identify as transgender), sexual orientation, ability, special educational need, disability, faith or religion, age, culture, socioeconomic or home background will have equal access to the breadth of this policy.

The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Children with learning disabilities and gifted and talented children will be allowed to express themselves according to their ability. Work will be differentiated to meet their needs and achievements will be celebrated.

This Policy will be implemented through on going consultation with all members of the school community and developments in law or statutory guidance.

Policy For Positive Behaviour

Rationale:

'With God everything is possible' & 'Where there is love there is God'

Our Faith Values

- **Family** *we seek to act fairly and responsibly in our relationships to ensure all are welcomed, nurtured and successful.*
- **Aspiration** *to provide the highest standards of teaching and learning so all in the schools' communities excel.*
- **Inclusiveness** *we believe that all are created in the image of God and therefore we will respect the unique and intrinsic value of every person, promoting equality and celebrating diversity.*
- **Tolerance** *to develop schools where there is true understanding of culture, respect for difference and special care for those most in need.*
- **Harmony** *to develop the schools as faith communities where the Gospel values of truth, honesty, forgiveness and reconciliation are lived.*

At The Federation of St Elphege's and Regina Coeli Catholic Schools it is part of our mission statement to:

- ***Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others***

This policy supports the school community in allowing everyone to work together in an effective and considerate way and follows the [governing body's principles of behaviour](#). We are committed to developing a community where our schools will be places of excellence. We will provide outstanding opportunities for all members of the community to grow in their knowledge and understanding of the Gospel values whilst serving as witnesses to Christ. Our approach to behaviour is a positive one and has its basis and foundation in the teachings of Jesus Christ and will be guided by the influence and gifts of the Holy Spirit.

For the most part the children in our school community are lively, enthusiastic and caring pupils, who enjoy the freedom to work and play together without being hindered by other children's actions.

From time to time however, children who live in a community will not always agree and difficulties arise. Our children will learn from experience to expect fair and consistently applied rewards and sanctions, and distinction will be made between serious and minor misdemeanours. Individual circumstances will be taken into account and consistent standards of praise and disapproval will be applied.

Equalities Act 2010

- The Federation takes seriously the responsibility to promote, monitor and review all aspects of school life to ensure we are meeting our duties in respect of the Equalities Act 2010.
- The schools do not discriminate against pupils of 'protected characteristic' status which includes age, gender, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy. Therefore, we may make reasonable adjustments to ensure their learning and social experiences in The Federation are as positive and inclusive as possible.

- While we always strive to be fair and transparent, the school recognises that our response to inappropriate behaviour from some children, for example those with a Special Educational Need or a disability such as autism, may need to be differentiated.

Our Aims

- To make the federation a happy, safe, purposeful and co-operative place where all enjoy learning, work hard and do their best.
- To foster caring attitudes where achievements at all levels are acknowledged and valued.
- To create a partnership of love, joy, respect and high expectations between children, their parents, the staff and the governors, the parish and the wider community.
- To encourage independence, confidence and an understanding that there needs to be agreed values and codes of behaviour for all groups of people, including adults and children to work together harmoniously.
- To have a consistent open approach to behaviour through our school.

How will we implement our policy?

At the heart of our behaviour policy is the relationship of trust established between the children, their teacher, the teaching support staff, the leadership team and all ancillary staff. On entry to the school, each child and parent are made aware of the school's policy for positive behaviour and are asked to sign the home-school agreement; this is renewed each academic year. At the beginning of each academic year, the teachers and children discuss the Golden Rules which underpin the behaviour policy.

Assemblies throughout the year support the development of the rights and responsibilities of all children and of all who make up our community. They introduce our FAITH Values each half-term where children are encouraged to live out their faith in their actions. These assemblies and dedicated circle times help children understand the principles of the teachings of Christ.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's policy for behaviour sets out the rules, routines and visible consistencies that all children and staff follow.

The GOLDEN RULES are as follows:

**Do be kind and helpful.
Do be gentle.
Do listen.
Do work hard.
Do be honest.
Do look after property**

**Don't hurt people's feelings.
Don't hurt anyone.
Don't interrupt.
Don't waste your and other people's time.
Don't cover up the truth.
Don't waste or damage things.**

Do SMILE each day and someone will smile in return.

These rules are displayed in every classroom and everyone in the school community reinforces these clear and unambiguous messages. The emphasis is on affirming positive behaviour, its aim being to catch children getting things right and praising them using the Golden Rules. The children are then rewarded with a period(s) of Golden Time within the school week. During this time, the children are allowed to choose from a range of independent, enjoyable learning activities. However, those children who infringe any of the Golden Rules during the course of the week may lose time for each misdemeanour.

Older children are encouraged to develop a sense responsibility to adapt their behaviour. They are expected to know which rule they have broken and their name is usually written on the board as a warning so that the children have the opportunity to win back time by adapting their behaviour.

In some classes in the school, the behaviour support strategy DOJO is used whereby children design their own avatar and are awarded points for good behaviour or lose points for negative behaviours. Once the children accumulate a set number of points a whole class or individual reward is accessed.

No child loses all of his / her Golden Time as a result of a single incident, except in serious circumstances.

Other Rewards and Sanctions used in school.

‘Golden Time’ is not the only reward or sanction system that teachers may choose to use. The federation also provides staff the autonomy to operate their own behaviour systems, providing they align with aims and values outlined in this policy. Rewards in class and around the school are at the discretion of each teacher or member of supervising staff. Other whole-school behaviour systems include:

- ‘Faith’ stars awarded in recognition of children’s efforts to live out the school’s faith values in their daily interactions with and service to others.
- Star of the Week assemblies celebrating good work and or acts of kindness. Assemblies are held every other week and stars displayed at a central point in the school. Children are awarded a bronze star for their first nomination, silver and then a gold stars for their second and third nomination.
- Recognition boards in classrooms to display good work.
- Stickers for all aspects of the curriculum, including behaviour and consideration of others.
- Certificates for special achievements.

Sanctions for minor misdemeanours may include:

- Firm reminders and stepped sanctions (see appendix 1 for possible examples)
- Time out or payback time
- Change of seating
- Writing letters or drawing pictures of apology
- Helping with jobs around the school
- Helping younger children

Sanctions for persistent or more serious misdemeanour may include:

- As above
- Withdrawal of playtimes for specified periods.
- Children to accompany an adult during playtimes
- Referral to the senior leadership team
- ELSA support
- Group intervention

- Consultation with parents and support measures established at home
- Personalised behaviour monitoring, such as a behaviour book
- Individual behaviour programme
- External support from Behaviour Support Team / Early Help.
- Internal exclusion from part of lesson or school day
- Fixed-Term Exclusion
- Permanent Exclusion

Behaviour Curriculum

At St Elphege's schools, a behaviour curriculum has been developed using research from the EEF and through expert advice.

The school will develop children's understanding of behaviour with a purpose to ensure every child is ready to learn. Children will understand what is expected of them throughout the school day.

The behaviour curriculum focuses on 3 acronyms to support children in understanding acceptable behaviour:

GOOD Start

Greet: We greet each other. That makes our brains happy!

Offload: Put away the things you don't need to bring into the classroom

Organise: Make sure you have everything you need for the day.

Do: Complete the quiet task you have been set.

WALK

Walk: Always walk

Arms: Arms to yourself

Look: Look forwards

Keep Quiet: Keep quiet

Using the Read, Write Inc. behaviour principles, the school has developed a simple reminder as children move through the school year groups.

AKT

ARMS: Make the stop sign to show you are ready to listen. When everyone is ready, fold your arms.

KEEP: Keep quiet and listen to each other.

TRACK: Look at the speaker so you know what to do next.

When everyone is ready, you will be given a set of 3 instruction. 1, 2, 3.

Recording Behaviour Incidents & Monitoring & Evaluation

As children grow and develop, they learn to increasingly regulate their behaviours. The federation's perspective on behaviour is taken from a child's age, stage of development and lived experience; rewards and sanctions are applied accordingly. Like everybody, children make mistakes or have disagreements from time to time; we recognise this as a normal part of a child's development. Importantly, it is an opportunity for children to learn how to avoid making the same mistakes in the future. We also recognise that in some circumstances behaviour may stem from experience or as communication where a child lacks the skills, understanding or language to better express themselves.

Where low-level behaviour issues become persistent or patterns emerge, or where there are more serious behaviour concerns, records will be logged by school staff. This is essential to ensure that the school is able to critically evaluate provision for individuals, cohorts or at a whole-school level and ensure that provision to support positive behaviour meets children's and staff needs. In order to effectively track behaviour, school staff will log concerns using CPOMS.

Significant behaviour issues (such as racism, bullying, homophobia etc.), trends of behaviour and details of exclusions are reported to the governing board termly by the head teacher. It is the responsibility of the governing board to support and challenge the school in upholding positive behaviour in the school community, to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing board will seek to ensure that the school abides by the Equalities Act 2010.

The Governing Board reviews this policy every year. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

Restorative Practice

Restorative practices allow individuals who may have committed a misdemeanour to take full responsibility for their behaviour by addressing the individual(s) affected by the behaviour. We recognise that in some cases of serious misdemeanour restorative practices may not be appropriate.

Taking responsibility requires understanding how the behaviour affected others, acknowledging that the behaviour was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behaviour in the future.

Restorative practices can improve relationships between students and between students and teachers. They allow each member of the school community to develop and implement our schools' FAITH Values. Teachers are encouraged to consult the school's Mission Statement and Faith Values which are both useful reflection tools when children exhibit challenging negative behaviours.

Restorative conversations might include:

- Stop and calm the child.
- Listen to all sides.
- Question: 'What is the rule?' or 'What is the FAITH Value?'
- Reflect on the behaviour and what should be done, involving the children in the process.
- Agree upon a solution.
- Put the solution into effect.

Cases of serious misdemeanour:

Serious misdemeanours are instances of behaviour that extend beyond the range of those typical to the child's age and stage of development. Instances such as these have a major impact on the school environment and compromise the safety and wellbeing of all members of our school community. The federation also considers them to be those incidents that persistently and wilfully undermine the Federation's endeavours to implement its policy in promoting positive behaviour.

Serious behaviour incidents should be referred to a member of the leadership team straight away. Actions may include:

- Communication / meeting with parents or carers

- Meetings with parents or carers scheduled to monitor behaviour closely
- Involvement of outside agencies.
- Internal exclusion for fixed periods of time
- Short period of fixed term exclusion from school. The school may exclude a pupil for periods of up to 45 days in any given academic year.
- Further meetings with parents and support agencies.
- Official Final warning issued
- Permanent Exclusion procedures established.

Fixed term and Permanent Exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (July 2026) and the school will refer to this guidance in any decision to exclude a child from school.
- In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment, sexual harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.
- Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. If the Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal. If the exclusion is for 5 days or less the Governing Board may hear the parents views but are not be able to overturn the decision of the Headteacher.
- A child may be given an internal, then an external exclusion due to constant breaches of the behaviour policy. Children can only be excluded for a total of 45 days in any school year. Once they reach this limit, any further exclusions will mean the child will be permanently excluded.
- The Headteacher informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The Governing Board has a disciplinary committee which considers any exclusion appeals on behalf of the Governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.
- If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, the Headteacher will notify their social worker.
- If the pupil is looked-after, the SENDCo will ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.
- Re-integration meetings will be held when a pupil returns after a fixed term exclusion. These will involve parents, class teachers and pupils. The re-integration meeting follows a similar format to the restorative conversation and endeavours to review the roles and responsibilities of all parties and ensure the pupil can avoid this type of behaviour and sanction in the future.

Positive Handling & Restrictive Physical Intervention

See Governing Body Principles of Behaviour- [Website Link](#)

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils respond positively to the proactive discipline and caring environment maintained by staff, ensuring the safety and well-being of our entire community. It is acknowledged that in exceptional circumstances, staff may need to take action where the use of Restrictive Physical Intervention (RPI) or reasonable force is required. Every effort will be made to ensure that all staff in The Federation of St Elphege's and Regina Coeli Catholic Schools:

- Clearly understand this policy and their legal duty of care when taking appropriate, proportionate measures.
- Are provided with appropriate training in de-escalation, personal safety, and safe physical intervention techniques.

Trauma-Informed Approach

The Federation operates within a trauma-informed framework, which recognises that challenging or distressed behaviour is often a manifestation of underlying trauma, loss, distress, or unmet neurological/sensory needs.

- **Emergency Safety Measure:** RPI is strictly designated as an emergency safety measure of absolute last resort. It must **never** be used as a behaviour management tool, threat, or disciplinary sanction.
- **Risk of Harm:** Staff must recognise that physical restraint carries profound risks of psychological re-traumatisation—as the nervous system of a traumatised child perceives physical restriction as an existential threat—alongside physical risks and the potential erosion of trust.
- **Regulate and Repair:** Any emergency intervention must be legally justified, heavily scrutinised, and immediately followed by a therapeutic "regulate and repair" process to restore psychological safety for the pupil and staff involved.

Definitions

- **(a) Physical Contact:** Proper, non-restrictive physical contact that takes place during normal daily interactions (e.g., during PE/games instruction, guiding a young child, or providing emotional comfort to a distressed pupil).
- **(b) Physical Intervention:** Low-level physical guidance used to divert a pupil from destructive or disruptive actions (e.g., guiding or leading a pupil by the hand, arm, or shoulder with minimal force).
- **(c) Significant Restrictive Physical Intervention (RPI):** The application of reasonable force to restrict a pupil's movement when there is an imminent risk of injury, serious property damage, or when good order is being seriously prejudiced.

Legal Framework and Powers

Under **Section 93 of the Education and Inspections Act 2006**, all members of school staff have a statutory power to use reasonable force in specific, limited circumstances. Reasonable physical intervention may be used to prevent a pupil from doing, or continuing to do, any of the following:

1. Causing injury to themselves or others.
2. Committing a criminal offence (even if the pupil is below the age of criminal responsibility).
3. Causing damage to property (including their own).
4. Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils (whether during a lesson or during authorised out-of-school activities).

Categories of Incidents

Incidents calling for physical intervention broadly fall into three categories:

- **Imminent Risk of Harm:** Action necessary in self-defence or to prevent immediate physical injury (e.g., a pupil attacking staff/peers, pupils fighting, absconding, or running dangerously near hazards).
- **Developing Risk or Property Damage:** Developing risk of injury or significant damage to property. *Physical intervention to protect property is only proportionate when the risks associated with the damage threaten safety (e.g., smashing a window vs. snapping a pencil).*
- **Serious Compromise of Good Order:** Persistent refusal or severe disruption that completely prevents learning or compromises safe management.

Prevention and De-Escalation Strategies

The primary objective of this policy is to prevent the need for restrictive interventions wherever possible through proactive environmental management and early de-escalation.

Whole-School Measures

- Classrooms and communal areas (corridors, playgrounds) are organised to reduce triggers, maintain clear sight lines, and support positive movement.
- Staff receive regular training in calm communication, using neutral body language, non-threatening posture, and empathetic tone of voice.
- Provision of designated quiet/calming spaces (such as the Nurture Room) for pupils needing to decompress.

Individual & SEND Strategies

- **Personalised De-escalation:** For pupils with identified additional needs or high-stress triggers, the Inclusion Team designs Individual Behaviour Support Plans and De-escalation Plans in partnership with parents/carers.
- **Targeted Adjustments:** Strategies include removing distressing environmental stimuli, giving time and space to calm down, acknowledging emotional states before overwhelm occurs, and introducing familiar grounding objects or high-interest activities to redirect focus.

Decision-Making Framework

When an escalating situation arises and physical intervention is being considered, staff must quickly evaluate the following four principles:

- **Necessity:** Are all other less restrictive strategies exhausted? Will physical intervention reduce risk, or is it likely to escalate the situation further?
- **Proportionality:** Is the force used the absolute minimum required to resolve the risk, for the shortest possible duration? Has the staff member accounted for the pupil's age, size, medical conditions, SEND, and trauma history?
- **Welfare:** Is the pupil's dignity preserved? Is the intervention taking place away from peers where possible?
- **Communication:** Is the staff member speaking calmly throughout, explaining what needs to happen, and listening to the pupil to determine when the hold can be eased or stopped safely?

Acceptable Measures of Physical Intervention

Where intervention is unavoidable, staff must attempt to seek assistance from another staff member first. Acceptable measures include:

- Physically interposing between pupils.
- Blocking a pupil's path to prevent escape or injury.
- Escorting or shepherding a pupil away from a high-risk area.

Staff must keep talking to the pupil in a reassuring, calm voice throughout the intervention.

Only staff who have been trained (e.g. Team Teach) are able to perform physical interventions.

Recording and Reporting

Every incident involving Significant Restrictive Physical Intervention or Seclusion must be formally documented on the day of the occurrence using CPOMS / the Federation's designated reporting system.

Record Requirements

The record must detail:

- Name(s) of pupil(s) and staff involved, plus any witnesses.
- Date, time, exact location, and environmental factors.
- De-escalation techniques attempted prior to intervention.
- Reason for physical intervention (the specific risk being mitigated).
- Description of the hold/intervention used and its exact duration.
- Any injuries sustained or property damage caused.
- Details of parental notification and follow-up actions.

Reporting and Governance

- **Parents/Carers:** Must be informed of any significant physical intervention or seclusion incident involving their child on the same day.
- **Governing Body & SFCAT Oversight:** The Senior Leadership Team provides termly anonymised reports to the Local Governing Body on the use of restrictive interventions. Data is analysed across protected characteristics (including SEND, ethnicity, and gender) to identify trends and prevent disproportionality.

Post-Incident Support: Regulate and Repair

For Pupils

- **Pastoral Check-In:** Immediate medical check and access to a quiet space to re-regulate.
- **Restorative Conversation:** Once calm, a structured, supportive restorative discussion takes place to explore triggers, repair relationships, and restore trust without assigning shame.

For Staff

- **Debrief:** Senior Leadership will conduct a formal debrief with involved staff on the day of the incident to provide emotional support and review operational effectiveness.
- **Support Services:** Staff have access to Occupational Health, peer support, and line management guidance. Staff are advised to contact their professional association/union if necessary.

Complaints and Allegations Against Staff

- **Complaints:** Parents/carers may raise concerns under the SFCAT's Complaints Policy. Complaints involving restrictive physical interventions will be thoroughly investigated.
- **Allegations:** Any allegation of excessive force or improper conduct will be handled in accordance with safeguarding procedures (*Managing Allegations Against School Staff Policy*).

- **Malicious Allegations:** If a pupil is found to have made a proven malicious allegation, appropriate sanctions will be considered under this policy, up to and including fixed-term or permanent exclusion.

Lunch /Playtime

At lunchtimes and playtimes we also seek to promote positive behaviour and aim to create a happy and safe environment in which children can enjoy their periods of rest and relaxation.

All staff, which means all who work in The Federation, are regarded as team members and are to be treated with politeness and respect. Other than in an emergency situation, no child is to enter school buildings without the permission of a member of staff. All ball games are to take place on the ball court and designated areas of the playground. Children are encouraged to use playtime facilities and toys, when possible. No toys are to be brought to school unless specifically requested. Trained UKS2 Sports Leaders will support younger children with games and also during wet play/lunchtimes.

At Lunchtime children should follow the Golden Rules and supervisors are encouraged to inform teachers if the children have lost Golden Time. In cases of a persistent failure/refusal to follow instructions or deliberate damaging of pupils' / school property or persistent poor behaviour, the children may need to be withdrawn and a member of teaching staff to intervene and apportion the appropriate sanction. Having time out on a bench in the playground can be utilised by staff to support the stepped sanction approach at lunchtime. Staff will always complete the stepped approach and restore relationships during lunchtime to avoid issues continuing into the classroom and reduce the potential for lost learning time.

Inclement Weather

Each classroom has a set of wet weather play items and children are familiar with them. Children will be supervised at all times. The children are allowed to drink their milk or eat fruit at this time. During some lunchtimes, where inclement weather is an issue, the children may watch a video or participate in another group activity in the hall.

School Outings

On educational visits the children are expected to act in a way which brings credit to our school. They should:

- Sit quietly on coach / minibus or public transport.
- If possible, children should not occupy the two front seats of minibuses.
- No eating and drinking in any vehicle, other than water or for medical reasons.
- No litter is to be left on coaches / minibuses / public transport.
- Children not to distract driver / disturb members of the public.
- Teachers and helpers to position themselves throughout the coach / minibus / public transport.
- Appropriate helpers nominated to assist certain children if they experience behaviour difficulties.
- Where a child's behaviour is deemed to be such that it jeopardises the health and safety of other pupils, the school management or the member of staff in charge will decide upon the most appropriate course of action.

Child-on-child sexual violence and sexual harassment

For the purpose of this policy, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- Rape,

- Assault by Penetration;
- Sexual Assault,
- Causing someone to engage in sexual activity without consent.

For the purpose of this policy, when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Consent is about having the freedom and capacity to choose. A child under the age of 13 can never consent to any sexual activity. When we reference sexual violence, we do so in the context of child on child sexual violence.

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.

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.

Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes.

Sexual violence and sexual harassment can occur between two children of any sex. They can also 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 offline (both physical and verbal) and are never acceptable.

Following any report of child-on-child sexual violence or sexual harassment offline or online the schools will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will advise on the school’s initial response. Each incident will be considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The schools will challenge all inappropriate behaviour between pupils. We will make it clear to all in our community that we will not pass off any sexual harassment as acceptable or as ‘banter’ as this can lead to the normalisation of an unsafe environment for pupils. The Federation recognises that it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The Federation believes responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

Behaviour outside of school premises and online

See Governing Body Principles of Behaviour- [Website Link](#)

The DfE advice on Behaviour in Schools (2024) indicates that teachers have the power to sanction pupils for misbehaving outside of the school premises to such an extent as is reasonable.

This policy sets out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is either witnessed by a staff member or reported to the school. The sanctions that will be imposed on pupils will follow the same format as those that occur on the school premises.

Conduct outside the school premises and online conduct that teachers might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Screening, Searching and Confiscation

The requirement of school staff to screen or search pupils is extremely uncommon. However, this section of the policy sets out the parameters surrounding how and when this might be necessary. The school is not required to inform parents before a search takes place and does not need to seek consent.

In any instance where screening or searching is required, Federation staff will adhere to the DfE guidance: 'Screening, Searching and Confiscation' (July 2022).

Authorisation from the head teacher and consent from the pupil will be sought before any search is undertaken. Any search will take place away from other pupils and with another member of staff present. As far as possible, the staff members will be the same sex as the pupil. **The only exception to these controls is where there is indication that a pupil poses an imminent and serious danger to themselves or others.**

It is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that the following are prohibited:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- an article specified in regulations: tobacco and cigarette papers; fireworks; pornography
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of any person

A member of staff may search a pupil's outer clothing, pockets, possessions,

desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

In very exceptional circumstances, only a police officer of the same sex can conduct an intimate search of a child. If this is requested or suggested, the police officer should be challenged and asked for the reasons for this course of action, and again, asked to await the presence of the parent if need be. Two staff members of the same sex should remain with the child, and if the parent is absent, one must act in the role of the Appropriate Adult for the child and advise the police officer that they are acting in that role. Privacy and dignity should be paramount in such circumstances and the child's wellbeing and safeguarding a matter of priority.

Behaviour Matters involving the Police

See Governing Body Principles of Behaviour- [Website Link](#)

Police and Criminal Evidence Act (1984) - Code C

The leadership team is aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code.

PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The leadership team will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded.

If having been informed of the vulnerabilities, the senior leader does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned before questioned about an offence or asked further questions if the answers they give provide the grounds for suspicion.

A police officer must not caution a juvenile or a vulnerable person unless an appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The 'appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, a responsible adult aged 18 or over who is **not**:

- a. a police officer;
- b. employed by the police;
- c. under the direction or control of the chief officer of a police force;
- d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - [PACE Code C 2023](#)

This policy should be read in conjunction with our suite of safeguarding policies

DfE References:

[Searching, Screening and Confiscation 2022](#)

[Behaviour in Schools 2024](#)

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Keeping Children Safe in Education](#)

APPENDIX 1 Stepped Sanctions

	Steps	Actions
1	Redirection/Reminder	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our FAITH Values. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2	Caution	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3	last chance / 30-second script	If the pupil still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to this step. This two minutes cannot be removed or reduced.
		30 Second Script 'I noticed you are ...'. (wandering around the classroom chatting) 'You are not following our school rules'-refer to FAITH Values 'You have now chosen to catch up with this work at playtime' 'Do you remember when ... (you completed that fabulous writing, that super maths work etc) That is who/what I need to see now. Thank you for listening.

4	Time out/Cool off	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in a quiet area in the classroom or The Nurture Room or parallel class.
5	Restorative conversation	(5 minutes after class for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete
6	Support step	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, middle leaders or another class teacher. This may be specified on a personalised plan for certain children identified with behaviour as an additional support need.