



BEHAVIOUR POLICY

Knaphill Federation of Schools	
Policy: Behaviour Policy	
Governors' Committee Responsible: Children and Learning	
Policy Originator: Miss J. Concannon	Review Period: Annual
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BEHAVIOUR POLICY

INTRODUCTION

Knaphill Federation of Schools seeks to create a safe, happy, healthy and positive learning environment in which all children are able to realise their full potential. We believe that every member of our community is a life-long learner and that together we can foster the hopes and dreams of our learning community.

We believe that all learners have a right to be challenged and motivated to enable them to achieve their potential academically, personally, socially and emotionally. As an inclusive Federation, we believe that every child is important and it is our duty to prepare our children for the challenges of the 21st Century.

Knaphill Federation of Schools Mission Statement:

“We provide the best education, which ensures every child achieves their full potential, whilst successfully equipping them with the key life skills, knowledge and values necessary to flourish in an exciting, ever-changing modern world.”

At the heart of our school are our four core values. These underpin everything that we strive to achieve for our pupils, staff, parents and community. They are central to our curriculum and provide an environment which prepares and enables our pupils to become independent, confident, happy and responsible citizens.

Our values are:





Trust

Respect





Perseverance

Enjoyment





*By **trust** we mean everyone:*

-  knows the importance of trusting each other and not letting people down
-  is reliable and has a sense of right and wrong
-  has a caring behaviour towards other people
-  trusts adults in schools to help them with any concerns they may have





*By **respect** we mean everyone:*

-  values all members of the school community
-  displays good manners at all times
-  displays tolerance of others with different points of views
-  shows respect for all indoor and outdoor learning environments and resources used

*By **perseverance** we mean everyone:*

-  is willing to work to the highest level
-  produces work to the best of their ability
-  develops confidence and enthusiasm for learning
-  keeps going even when work gets tough

*By **enjoyment** we mean everyone:*

-  promotes a sense of pride in their own and peers' work and achievements
-  sets high standards and personal goals for improvement
-  is happy and eager to learn in harmony with each other
-  develops a healthy body and mind and values the difference education can make

Aims

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years. At the Knaphill Federation of Schools, we promote good behaviour, self-discipline and respect. We believe that good behaviour comes from **clear expectations** and **consistency**. Good behaviour and discipline are the foundations of all learning and without a calm, orderly atmosphere, effective teaching and learning cannot take place. Every member of our school community has a shared responsibility to support children to prevent bullying by developing courtesy, kindness and consideration towards others. Our main aim is to ensure that all children feel safe at our school and equip them with the life skills necessary to become responsible citizens. In order to do this, all adults are responsible for ensuring high standards of behaviour and teach our children to take responsibility for their own behaviour by:

- Being positive role models.
- Having a clear and consistent approach to behaviour across the Federation with parental cooperation and involvement.
- Encouraging a calm, purposeful and happy atmosphere.
- Fostering positive caring attitudes towards everyone.
- Increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- Enable pupils to develop reasoned, self-disciplined and socially acceptable behaviour, demonstrating respect towards each other and adults.
- Creating clear boundaries of acceptable behaviour to ensure safety.
- Raising awareness of appropriate behaviour.
- Promoting our Behaviour Code in a positive/consistent way.
- Ensure everyone reaches a high level of self-esteem where they are happy, feel good and enjoy each other's company.
- Maintain high standards of appearance and orderliness around the schools, encouraging pupils and adults to take a pride in themselves, their school and the wider community.
- Ensure inclusive practice and equality of opportunity.

Responsibilities

Legal Guidance and Responsibilities

The Department of Education guidance, *'Behaviour and Discipline in Schools; Advice for Head of Schools and school staff (February 2014)'* has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Pupils are expected to:

- Know the Behaviour Code and engage in discussions about it.

- Participate in discussions in school, and at home, that aim to develop an understanding of the Behaviour Policy.
- Adhere to the Behaviour Code whilst in school, on off-site visits, and to and from school.
- Support other members of the school community in promoting the expectations of good behaviour.
- Ensure school work and homework is well presented, completed to a high standard, and handed in on time. If children are struggling to meet the requirements of their workload for any reason, they should discuss this with their Class Teacher who will work with them to draw up a support plan.

Parents and Guardians are expected to:

- Carefully read and sign the Home School Agreement to indicate that they will respect and support the Federation's expectations and the authority of the school staff.
- Know the Behaviour Policy and actively support it through discussions with their child(ren) as appropriate, role modelling and leading through example to support the expectations across the Federation.
- Ensure their child(ren) adhere to the Behaviour Code; that they are in school on time, appropriately dressed, rested and equipped.

Staff are expected to:

- Set high standards of professional behaviour, politeness, self-discipline and respect to all.
- Listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance.
- Actively support the Behaviour Policy through discussion with pupils, role modelling the expectations at all times in and out of school and leading through example.
- Educate pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- Educate pupils at any time when the pupil is in school or elsewhere under their charge.
- Apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of their classroom and behaviour management.
- Report concerns related to behaviour of pupils, staff, governors and parent/guardians to the relevant member of the SLT or agency as laid out in this policy or other policies (such as Safeguarding or Whistle Blowing).
- *(Refer to the Staff Code of Conduct that all staff sign).*

Governors are expected to:

- Refer all matters regarding behaviour to the Federation Head Teacher who, in consultation with relevant parties, will investigate all issues.
- Know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school. *(Refer to Governor's statement of Behaviour Principles 2016).*

School expectations that apply at all times to pupils, staff, parents, volunteers and visitors:

- Always be on time.
- Maintain good attendance. Pupil's regular attendance is expected by law and the Federation takes attendance very seriously. A register is taken at the start of each morning and afternoon. More information can be found in the Federation's Attendance Policy.
- Unauthorised absences will be managed in line with the Federation Attendance Policy.

- Keep their appearance smart and tidy; pupils are expected to wear regulatory school uniform at all times to and from school.
- Be polite and respectful at all times.
- Be considerate of all others within your environment.
- Take care of your environment; keep it tidy and place litter in the bin.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.

The following items are not allowed in school:

- alcohol (except PTA fundraising events)
- drugs (in the case of where a pupil needs to take medication during the school day, please refer to the school's Medication Policy)
- items that can be smoked, such as cigarettes, cigars
- matches, lighters
- chewing gum
- weapons (except for role play dress up – themed days)
- material that is inappropriate or illegal for children to have, e.g. that is racist or pornographic

Our Behaviour Code – STAR BEHAVIOUR

We frame our Behaviour Code positively and constantly refer to them during the school day by praising children who follow them and reminding others of what we expect at the Knaphill Federation of Schools. The whole school community has had the opportunity to contribute to our Behaviour Code, therefore they understand what they are and why we have them. All members of staff are responsible for maintaining excellent standards of behaviour within the school. Our Behaviour Code will be discussed, displayed and reinforced regularly.

- 🌟 Self-Control
- 🌟 Take responsibility for your actions
- 🌟 Always follow instructions
- 🌟 Respect



Our Approach to Behaviour

We believe that good, clear and consistent behaviour management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. Children should understand that rules are made for good reasons and they should follow them. Our Behaviour Code has been agreed by the whole school community. This code applies at all times. Reference to our Behaviour Code should be made at all times to encourage good behaviour.

All adults across the Knaphill Federation of Schools convey clear expectations of behaviour to the children by:

- Being good role models.
- Ensuring consistent behaviour management strategies.
- Taking unacceptable behaviour seriously.
- Reinforcing our Behaviour Code.
- Delivering a PSHE programme.
- Using assembly time to share messages with the whole school/Key Stage/Year Group.
- Using circle time to reflect and discuss issues relating to behaviour.
- Responding to individual needs.
- Clearly displaying our Behaviour Code in classrooms and learning spaces.
- Clearly displaying a visual timetable.
- Enlisting the support of parents/guardians.
- Setting expectations of behaviour at the beginning of the school day/lesson; when going on trips etc...

We aim to build positive relationships with our families by:














- Meeting and Greeting - Children are greeted each morning by their Class Teacher.
- Genuine Praise – Acknowledging efforts and achievements can boost self-confidence and help motivate children to keep trying hard and looking for effective strategies to overcome their challenges. It is important to praise the effort rather than the ability.
- Being a positive role model – Behave in a manner that we expect from the children.
- Create a welcoming environment – Ensure the learning environment promotes our high standard of behaviour and learning.
- Be clear with rewards and sanctions.
- Promote our school values: Trust, Respect, Perseverance and Enjoyment.
- Develop clear communication – At the end of the school day, teachers are available to meet with parents. Use Homework Planners and Reading Diaries for written communication between home and school.
- Using Marvellous Me to send positive comments home.

BEHAVIOUR SYSTEMS

We have a positive approach to behaviour. We regularly praise the children for following our Behaviour Code, moving around the school in a calm and quiet way and for being considerate of others and the environment. We use verbal and non-verbal praise to boost children's self-esteem and for recognising the effort they make to ensure that the Knaphill Federation of Schools are calm, purposeful places for

learning. Although we aim for children to develop a sense of intrinsic reward, we reinforce positive behaviour with praise and recognition, including whole school rewards.

Individual Rewards

-  House Points linked to STAR behaviour
-  Headteacher Awards
-  Certificates - are awarded for good work, good behaviour and effort
-  Attendance Cup
-  Class rewards
-  Notes in Homework Diaries/Reading Records
-  Presentation Pencils/Prince and Princesses (KS1)
-  Stickers
-  Verbal Praise
-  Marvellous Me notifications to parents
-  Wonder wall-display of good work
-  Comments or “smiley faces” in children’s work
-  Sending pupils to the Federation Deputy/Headteacher or SLT member to be praised

S - House points for: Self-control

T - House points for: Taking responsibility

A - House points for: Always following instructions

R - House points for: Showing Respect

Whole Class Rewards

Whole class rewards are earned by pupils and individual Class Teachers decide how this is rewarded. An example of this might be through the acquisition of marbles in a jar, each marble being worth one minute of Golden Time. Table points are awarded in KS2 for good work and behaviour.

Team Rewards

Sports Teams and other teams representing the school are given performance awards during Celebration Assemblies.

Lunchtime Rewards

It is important that the expectations in the Behaviour Policy are reinforced at lunchtime. These are reinforced through rewards such as:

- Verbal praise
- House points
- Responsibilities (Table Leaders – KS1)
- Stickers (EYFS – KS1)

CLASSROOM MANAGEMENT STRATEGIES

As children spend a lot of time within the classroom it is essential that well organised and well delivered lessons seek to secure good standards of behaviour. Classrooms that are tidy and well organised will have a positive impact on behaviour. Bearing this in mind, teachers should aim to:

- Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are;

- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupil's abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere;
- Be flexible in order to take advantage of unexpected events E.g. visitor at the door in the middle of a lesson;
- Continually observe or 'scan' the behaviour of the class;
- Be aware of, and control their own behaviour, including stance and tone of voice;
- Model the standards of courtesy that they expect from pupils;
- Emphasise the positive, including praise for good behaviour as well as good learning;
- Constantly refer to our Behaviour Code and reinforce with positive praise and House Points;
- Analyse and reflect on their own classroom management performance and learn from it;
- Share information with others e.g. TAs, Midday Supervisors, SLT in order to support children across the school day.

Behaviour around School

We expect the same level of behaviour from our children when they move around the school, as they show in the classroom. Children must move quietly around the school buildings, showing politeness and consideration for others. E.g. Saying 'thankyou' when someone holds the door open for them.

In the Playground

All children should feel safe outside and must be aware of the importance of informing an adult if they have been hurt or feel worried about something. There is also good range of equipment available for the children to use at lunch times. Any lunch time incidents are recorded in lunchtime communication books which are shared with Class Teachers.

Lunch Hall and Servery

Children should line up quietly and take their meal and follow any instructions from the Lunchtime Supervisors. After the meal, children should clear their eating area, leave the dining area quietly and walk to the playground.

Behaviour at Breakfast and After School Clubs

The same high expectations of behaviour apply at our Breakfast and After School Club and in other clubs run at lunchtime and after school, as at any other time of the day. Staff will manage behaviour at these clubs by following our whole school systems of rewards and sanctions. Clubs after school are not part of our normal curriculum and we do not need to formally exclude a pupil, but we reserve the right to refuse entry for pupils who are persistently disruptive.

School Uniform

Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Children who do not wear the correct school uniform will be asked by Class Teachers and senior leaders and reminders will be sent home. Unacceptable clothing or accessories will be confiscated. (In such cases the school accepts no responsibility for loss or damage). Pupils who persistently breach the Federation rules in terms of uniform will have their parents contacted. Guidance on school uniform can be found on our School Websites.

Behaviour outside of School

Off-Site Visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Travel to and from School

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

In the Community

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school, including cases of cyberbullying and inappropriate use of social media. Responses and sanctions will be in line with this policy and will involve the pupil's parents/guardians.

Behaviour Management

Preventative and De-escalation Measures

The Knaphill Federation of Schools believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive and productive learning environment, based on the principles of consistency, fairness and engagement. In order to provide this, the school manages behaviour through positivity.

To do this, adults and pupils must:

- Work to ensure positive, professional and mutually respectful relationships are developed between staff parent/guardians and each pupil.
- Acknowledge and celebrate the talents, gifts and differences between individual pupils.
- Always be reminded to do the best they can. Staff members will teach and facilitate this learning behaviour.
- Praise and reward appropriate behaviour.
- Appoint peer mediators which train in school to support small conflicts and disagreements that arise (KS2)
- Use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly and listening to the pupil's voice.
- Use restorative practices as a proactive measure to de-escalate situations and to explore, restore and repair relationships.

Consequences and Sanctions

All adults at the Knaphill Federation of Schools support children to understand when behaviour is unacceptable. They will remind children about making the right choice. They will support children to resolve disputes by demonstrating fairness, hearing all viewpoints and allowing children to decide how to make amends. In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person. The interventions and consequences in place are embedded in our expectations that the behaviour of the school community is impacting positively upon pupil learning.

Visual Behaviour Systems

Expectations of behaviour are displayed in each classroom and around the school. All classes have behaviour systems, which identifies children who are following our school Behaviour Code and showing

good behaviour for learning. If inappropriate behaviour is displayed, the school employs a number of consequences and sanctions to enforce our Behaviour Code and to ensure a safe and positive learning environment. When using sanctions, staff ensure that they are constructive and allow the child to learn from what has happened. The sanction is given by the Class Teacher or the member of staff responsible for the class when the incident took place.

Any incident of serious misconduct – may result in the child being removed from the classroom/playground and the parents being contacted.

Reflection Time

Giving the children time to reflect on their behaviour choices encourages them to identify ways in which their actions can affect other's learning and experience of school. A restorative conversation shows how a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed on them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it is helping them to resolve the situation in their own way. (See Appendix 6 for Pupil Reflection Sheets).

Supporting children with persistent behavioural difficulties

The majority of our children respond positively when staff follow the guidelines as laid out in our Behaviour Policy. However, a small percentage of pupils may need additional support to improve and manage their behaviour. If the above sanctions do not have an impact on a child's behaviour, we would need to take a more in-depth look into their behaviour and set up interventions to improve behaviour.

This might include:

- Varying classroom management strategies.
- Notes home in the Homework Diary/Reading Diary/Communication Book.
- A personal sticker chart.
- Regular meetings with parents/guardians to discuss progress.
- Behaviour Contracts.
- Work with ELSA (Emotional Literacy Support Assistant).
- Meeting with Inclusion Leader, Deputy and/or Federation Headteacher to discuss the issue and decide on action.
- Drawing up an Individual Behaviour Plan, detailing the action to be taken when identified behaviour occurs. This is shared with the pupil, parent/guardian and other staff (to enable consistency). It is important that wherever possible, the pupil is helped to understand their behaviour plan – this means that a child friendly version is available and discussed with them. Behaviour plans will be discussed and agreed with parents/guardians.

We must remind ourselves that 'the behaviour is the problem, not the child'.

To support children with behaviour difficulties, Teachers and Teaching Assistants will use some or all of these strategies as necessary:

- Discuss expectations of behaviour with the pupil.
- Ensure the pupil knows about successes straight away.
- Promote activities to boost the pupil's self-esteem.
- Ensure learning opportunities are suitably differentiated to meet the needs of the pupil.

- Consider possible underlying problems through discussions with parents/guardians, colleagues and outside agencies.
- Set small and achievable goals for the pupil through a behaviour contract.

Reporting Behaviour

Low level disruption must be dealt with within the classroom by the Class Teacher by following the KFOS Behaviour Ladder Strategies (See Appendix 3)

If behaviour escalates (Level 3 and 4 Behaviours) the child will be asked to leave the classroom and go to the Year Leader's classroom. Provisions will be put in place to support the child's behaviour needs by the Class Teacher and Year Leader. If this does not have a positive effect on behaviour or negative behaviour is persistent, a formal meeting with parents to discuss next steps and consistent approaches between home and school will be established.

Reporting behaviour should always follow the diagram below to ensure that things do not get escalated too quickly.

Class Teacher → Year Leader → Assistant Federation Headteacher/Inclusion Leader Deputy → Federation Headteacher/Federation Headteacher

Children who commit serious breaches of our Behaviour Code (i.e. something that may warrant exclusion) may be sent straight to the Deputy Federation Headteacher or Federation Headteacher.

Swearing

Swearing and other forms of inappropriate language are never acceptable and the offender will be warned and reprimanded appropriately.

Bullying *(Please refer to our Anti-Bullying Policy)*

The Knaphill Federation of Schools will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills. Further information and advice is detailed in the school's Anti-bullying and Online Safety Policies; copies of which can be viewed in the reception area of each school office or on the school's website.

Racist Language/Incidents

Racist Language is never acceptable and will be dealt with in line with this policy. Any incidents will be reported to the Federation Headteacher who will inform the Governing Board in the termly Head's Report (Part 2).

Sexual Harassment and Sexual Violence

Sexual Harassment and Sexual Violence can occur between two children of any sex. It can occur through a group of children harassing a single child or a group of children. It can occur online and offline. It can be both physical and verbal. Sexual Violence and Sexual Harassment is not acceptable and at the Knaphill Federation of Schools, will not be tolerated.

The Knaphill Federation of Schools will not tolerate or dismiss Sexual Harassment or Sexual Violence as “banter”, “part of growing up”, “just having a laugh”, “boys being boys”. We will challenge any inappropriate sexual behaviours such as grabbing bottoms, breasts and genitalia.

If faced with accusations of sexual harassment or sexual violence, the Federation will seek advice from the DfE ‘Sexual Harassment and Sexual Violence Advice for Schools’ document and will work with multiple agencies and parents/carers to investigate and sanction any accusations made.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf

Positive Touch (Please refer to the Touch and the Physical Intervention Policy for more information)

All staff have a duty of care to children, not just staff that have been trained. Everybody has a duty of care to keep children safe.

In an emergency, all staff would do whatever they think necessary in the situation they face. If they believe they are likely to encounter this behaviour again, then under the school’s duty of care, they will be trained in the restrictive physical interventions.

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

See also the document ‘Touch and the use of Restrictive Physical Intervention when working with Children and Young People’.

Multi-Agency Meetings and the SEN Code of Practice

Children with serious or repeated behaviour difficulties may need to have an Individual Behaviour Plan in accordance with the Special Educational Needs Code of Practice. We may ask for an assessment from the Educational Psychologist (EP) or, with agreement from parents/guardians, refer to CAMHS (Child and Adolescent Mental Health Service). We will also access support from the Specialist Behavioural Team.

Pupils with Special Education Needs and Disabilities

Those pupils with Special Education Needs and Disabilities (SEND) as well as those with additional challenges that some pupils may face, will be taken into consideration when administering sanctions and rewards.

The Knaphill Federation of Schools acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the Federation’s Inclusion Leader and will have an Individual Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.

The Knaphill Federation of Schools recognises that where individual pupils are engaging in continuing disruptive behaviour, this can be as a result of unmet mental health needs. If such needs are identified the Federation aims to ensure the pupil receives appropriate support. Further information is available in the Federation’s SEND Policy.

Intervention from outside agencies may include:

- Freemantle's and outreach support.
- Behaviour Specialist Team.
- Observing pupils and advising on new strategies.
- ELSA (Emotional Literacy Support Assistant).
- Advice on classroom management and organisation and support to develop expertise of individual Class Teachers.
- Early Help Assessment.
- CAHMS Referral.

ELSA

Some children may need emotional support. This intervention is run by our school ELSA (Emotional Literacy Support Assistant) to help the children become more confident and to establish positive relationships in school.

Referral Route for Serious Incidents

The Class Teacher will send a pupil with a red card/or use a walkie talkie to alert a member of the Senior Leadership Team, where an incident is escalating towards a crisis situation. (Level 3 and 4 Behaviours). In the rare occasion that strategies have broken down, a member of the SLT will quickly join the summoned class. The Class Teacher will then lead the class out of the room. A member of the Leadership Team will remove any potentially dangerous harmful classroom objects, whilst the other member diffuses the situation through distraction. When calm, the Leadership Team will lead the pupil to the office. A discussion with all concerned will then take place and parents will be called if deemed necessary.

Exclusions (Refer to Exclusions Policy)

The school will apply exclusions as a last resort and after all other interventions and support strategies have been applied. The school conforms to the Local Authority and DfE Exclusion Guidance.

Fixed-term exclusions are deemed very serious by the school, parents will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the exclusion. If a pupil is excluded for a period of 5 days or less, the school will provide academic work for the pupil to complete at home and return to school. It is the parent's responsibility to ensure that the pupil completes this work. In the event of a permanent exclusion, the Local Authority will contact parents with the details of provision.

Following a fixed-term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

Permanent exclusion is extremely rare. In the event of a permanent exclusion the Local Authority will contact parents. Wherever possible the school works with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

It is our policy to refer to the Department for Education Guidance: **Exclusion from maintained schools, academies and pupil referral units in England** Statutory guidance for those with legal responsibilities in relation to exclusion (September 2017). This guidance can be viewed at:

<https://www.gov.uk/government/publications/school-exclusion>

Exclusion may be triggered by:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Homophobic/transgender abuse
- Drug and alcohol related behaviour
- Damage to property
- Theft
- Persistent disruptive behaviour
- Possession of any item which is illegal or banned from school

Taking Account of Individual Pupil Needs

The Knaphill Federation of Schools avoids discriminating against particular racial groups in the application of their Behaviour Policy and monitors and assesses the impact of the Behaviour Policy on pupils, staff and parents/guardians of different racial groups. The Knaphill Federation of Schools support newly-arrived pupils in understanding and following the Behaviour Policy. We also take account of cultural and/or religious needs when developing or reviewing rules related to school uniform or appearance. The factors below are considered in order to take account of individual pupils' needs and circumstances when applying the Federation's Behaviour Policy, regarding in particular: race, religion and culture; SEND and the circumstances of other vulnerable pupils.

Race, Religion and Culture

In connection with dress codes and appearance, The Knaphill Federation of Schools takes appropriate account of the cultural and /or religious needs of particular pupils. In drawing up or reviewing our policies, we strive to teach a sensible compromise between the practices of particular minority groups and the need to ensure the health and safety of pupils, effective teaching and learning, the promotion of a strong cohesive school identity and harmony between the different groups represented in the school.

Managing Pupil Transition

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally.

We have good communicative relationships with local schools, and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the new school in order to ensure smooth transition for pupils. The transition from Year 2 to Year 3 at our Federation aims to be as seamless as possible with staff regularly communicating and pupils visiting to ensure they feel happy and secure.

Involvement with Outside Agencies

The Knaphill Federation of Schools will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational

Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/guardian beforehand and signed consent will be necessary in order to engage outside agency involvement.

Physical Contact with Pupils

The Knaphill Federation of Schools recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give First Aid

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The Knaphill Federation of Schools does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded in a bound, page-numbered significant incident book by staff involved as soon as possible after the incident and copies will be given to the Class Teacher and Federation Headteacher. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for Head of Schools, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any items that are illegal or banned from the school. It is only the Federation Headteacher, or a staff member who has been authorised by the Federation Headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

Within the school, we do not use any walk-through or hand-held metal detectors to screen pupils or adults.

A situation where confiscation would be appropriate include:

- An item that poses a threat to others;
- An item that poses a threat to good order for learning;
- An item that poses a health or safety threat;
- An item which is illegal for a child to have

Allegations Against Staff

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation.

Communicating the Policy to Parents/Guardians, Staff, Volunteers and Pupils

For the Behaviour Policy to be successfully implemented, it is essential that its contents are communicated effectively to all members of the Federation community. The Knaphill Federation of Schools believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The Knaphill Federation of Schools works with parent/guardians and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/guardians regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their Class Teacher.

- School expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils.
- School expectations will be placed in prominent places in all areas of the school and also in the Home/School Agreement information of which parent/guardians and pupils are asked to sign. These agreements are reviewed with parents and children annually and are the focus for regular discussion in class as well as during whole school assemblies.
- The policy will be reviewed at the beginning of each school year, to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently.

For clarification on any of the points in the Behaviour Policy, parents/guardians, volunteers and pupils are asked to discuss this with a member of staff. When parents/guardians are approached it should be to:

- Seek their help and support
- Inform them of any incidents which may cause their child to become distressed or anxious

Involving parents will, in most cases, follow these steps:

- An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of.
- Parents/Guardians are asked to come in for a formal meeting with the Class Teacher and a member of the Senior Leadership Team (SLT) may also be present.
- Parents are asked to come in for a formal meeting with the Federation Deputy Headteacher or Federation Headteacher.

Behaviour Outside of School

At the Knaphill Federation of Schools, we expect our children to behave properly on their way to and from school and when wearing the school uniform in a public place.

This Behaviour Policy will be enforced during school hours in school, during teacher led clubs, whilst on school trips or residential programmes and is applicable to every member of staff and pupil under the responsibility of the Knaphill Federation of Schools. In addition, Section 89 of the Education and Inspectors Act 2006 states that:

“Headteachers have the right to discipline pupils for poor behaviour that occurs even when the pupil is not on the school premises or under the lawful control of school staff. “

The Headteacher reserves the right to investigate and deal with incidents that have taken place out of school, but adversely affect the orderly running of the school, threaten the safety of a pupil or staff member or could adversely affect the reputation of the school.

Data and Recording Incidents

Incidents will be recorded if the use of force has been applied. A log will also be kept when an incident has occurred which has resulted in personal injury, damage to property of a serious nature.

The school collects a range of behaviour data including:

- Exclusions, both external and internal.
- Attendance and punctuality, including punctuality to lessons.
- Referrals to ‘In house support’.
- Behaviour, attendance and progress data of pupils with an Individual Behaviour Plan.
- Incidents, rewards and sanctions.
- Bullying incidents.

Data is presented to whole staff meetings, SLT meetings and Governors in order to support the evaluation of the impact of the policy.

Race Equality and Equal Opportunities

The Knaphill Federation of Schools is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. It is committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/guardians will always be informed if their child has been involved in a racist incident.

Monitoring and Evaluating

The Federation will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective, and in line with the Federation’s policies. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/guardians, staff and pupils; Pupil Parliament agendas; analysis of formal data; number and nature of individual behaviour plans in place; behaviour walks; impact of interventions, groups and clubs; conversations with pupils; conversations with parents; conversations with

staff; and through specific monitoring by staff and governors. Monitoring of behaviour will be carried out through the following ways:

- Daily observations by teachers and support staff
- Auditing and evaluating of behaviour programs and incident forms
- Reports to governors
- Review, reflect and evaluate actions
- Analysing data

The Governing Board has a legal responsibility to bring the contents of the Behaviour Policy to the attention of parents at least once a year. At the Knaphill Federation of Schools, we do this by publishing the policy on our website and through newsletters or email. Pupils will be consulted annually through the Federation's Pupil Parliament when the Behaviour Code is being reviewed.

Complaints

The Knaphill Federation of Schools has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. For information on complaints relating to exclusions, see the Exclusions Policy. Both of these policies are available on the school websites.

Relationship with Other School Policies

This policy must be read in conjunction with the Federation's Absence and Attendance, Anti-Bullying, Complaints, Safeguarding Children, Equal Opportunities, Online Safety, Exclusions, Inclusion, Teaching and Learning, SEND and Race Equality Policies, as well as the Home-School Agreement.

This policy will be reviewed annually and will be publicised in writing to all staff, parents, pupils and governors. It will be available to read in each school's Reception Area as well as on the school's website.

Appendix 1 – Federation Star Behaviour



EYFS/KS1 Consequences and Sanctions

The EYFS and Key Stage 1 use a pictorial sanctions system tailored to meet the needs of individual classes and or year groups.

KS2 Consequences and Sanctions

The sanctions across the school are:

1. I will be warned about inappropriate behaviour.
2. I will miss 5 minutes of playtime.
3. I will have a playtime reflection (Break or Lunchtime).
4. I will be sent to the Year Group Leader for the remainder of the session.
5. I will be sent to a member of the Senior Leadership Team.
6. I will go straight to step 4 for seriously disrupting others' learning.
7. I will go to step 5 for continuing to disrupt others learning or for showing disrespect for adults.
8. I will go straight to step 5 if I seriously hurt or swear at others.
9. If I go to step 4 or 5 my parents will be informed by my Class Teacher.
10. I will give my Behaviour Reflection to my Class Teacher and follow up with the appropriate actions.

Appendix 2:

HOME SCHOOL AGREEMENT (Knaphill Federation of Schools EYFS/KS1/KS2)

Currently being updated.

Level 1	
Low Level Behaviour (Often the first time that it happens)	Consequences
<ul style="list-style-type: none"> • Calling out • Refusal to work or follow adult instruction • Talking when the teacher is talking • Unable to wait their turn • Telling tales • Unable to share • Inappropriate talking in class / on carpet • Running in school • Persistent fidgeting 	<ul style="list-style-type: none"> ✓ Establish Behaviour Code at the beginning of term ✓ Remind children of the agreed rules ✓ Adult focuses on children exhibiting the right behaviour ✓ Children encouraged to take time out ✓ Tactical ignoring (remembering the theory of what we pay attention to is what we get more of) ✓ Take up time "You need to start by...and I'll be back to see how you are getting on". ✓ Redirect "You need to ... Thank you" ✓ Blocking – avoiding secondary behaviour and focusing on the initial behaviour ✓ Repeat instruction ✓ Choices and consequences "If you choose to do this then..."
<p>The idea is to reduce the amount of attention that children receive for negative behaviours and to increase the amount of attention we give for positive effort. In other words, to catch children doing the right thing. Try to keep explanations to the minimum unless choosing a quiet time to conference a child.</p> <p>Apply positive strategies to encourage appropriate behaviours in-line with the school's ethos e.g. catch children being good and praise them/Happy face pre-empting the situation/Reminder of school expectations/Talking quietly to children/Restorative conversations/Give an object to fiddle with.</p>	

Level 2	
Medium Behaviour Inappropriate Behaviours	Consequences
<ul style="list-style-type: none"> • Persistent repetition of Level 1 Behaviours • Taking others property • Play fighting and rough play • Answering back • Unsafe behaviour such as throwing or flicking things • Name calling and making fun of others • Refusing to co-operate • Teasing / winding up other children • Inappropriate gestures 	<ul style="list-style-type: none"> ✓ Adult to discuss effect of behaviour on others ✓ Children to apologise, either verbally or in writing (involving loss of break) ✓ 'Time Out' to reflect on behaviour with in another class/break or lunch time ✓ Complete a Behaviour Reflection Form ✓ Reflect with member of staff - what happened, what went wrong and how it could have been different.
<p>Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos e.g. Class Teacher to talk to parent and pupil record incidents/log/Give choice/expectation with timescale/Use visual timer/Lose time at break time .</p>	

Level 3	
Medium Behaviour Inappropriate Behaviours	Consequences
<ul style="list-style-type: none"> • Repetition of Stage 2 behaviours • Inappropriate sexual behaviours • Damaging other children's work • Rudeness involving swearing • Shouting at adults • Damaging classroom equipment • Graffiti and damage to school property • Fighting • Leaving a classroom without permission • Persistent uncooperative behaviour • Provoked attack • Use of racist language • Spitting • Persistent lying • Inciting or encouraging a fight 	<ul style="list-style-type: none"> ✓ Phone call to parents ✓ Meeting with parents ✓ Parents asked to come into school ✓ Internal exclusion ✓ Miss break and/or lunch ✓ Complete a Behaviour Reflection ✓ Report to Deputy Federation Headteacher/Federation Headteacher
<p>Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos e.g. Behaviour Plan in place with advice from outside agencies upon targets/Strategies and interventions? Put behaviour book in place to be logged and signed - involve parents in weekly monitoring.</p>	

Level 4	
Serous Inappropriate Behaviours	Consequences
<ul style="list-style-type: none"> • Physical assault against a pupil • Physical assault against an adult • Verbal abuse/threatening behaviour against a pupil • Verbal abuse/threatening behaviour against an adult • Bullying • Racist abuse • Sexual misconduct • homophobic/transgender abuse • Drug and alcohol related behaviour • Damage to property • Theft • Persistent disruptive behaviour • Possession of any item which is illegal or banned from school 	<ul style="list-style-type: none"> ✓ Involvement of outside agencies ✓ PBP set up ✓ Fixed term exclusion ✓ Permanent exclusion
<p>Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos e.g. Behaviour Plan in place with advice from outside agencies upon targets/ strategies and interventions/ Put behaviour book in place to be logged and signed - involve parents/guardians in weekly monitoring.</p>	

KFOS Behaviour Ladders

	Behaviour	Strategies/Actions/Consequences
1	Following Behaviour Code	Positive recognition and feedback. School/Class Reward Systems. Class jobs. Indirect praise. STAR House Points – target behaviour Marvellous Me - Recognition sent home
2	Good behaviour for learning Modelling of Learning Powers	Positive reinforcement and praise. Indirect praise – “I am so proud that this table is working so well” Stickers. Praised by Senior Leaders/Head. Offered movement breaks. Task boards, writing frames, task is reduced into manageable chunks. Checking pupil has understood the task and been able to repeat it back to you. Marvellous Me.
3	Difficulty following plan	Ask pupil “What do you need to be able to do this?” Task board. Now/Next boards.
4	Difficulty sequencing and completing steps to accomplish specific tasks	Break up task into workable and obtainable steps. Provide examples and specific steps to accomplish task. Task Board.
5	Difficulty following through on instructions from others	Gain pupil’s attention before giving direction. Accompany oral directions with written directions/visual. One direction at a time. Quietly repeat to pupil after they have been given to the rest of the class. Check for understanding by having the pupil repeat the direction. Personalised reward systems.
6	Difficulty sustaining attention to tasks or other activities	Reward attention. Break up activities into small units. Reward for timely accomplishment. Use physical proximity and touch. Consider using earphones, work station or preferential seating. Use of a timer.
7	Difficulty participating in class without being interruptive, difficulty working quietly	Seat pupil in close proximity to the teacher. Reward appropriate behaviour (catch pupil being good). Use work station. Use talk cards. Time-out. Using consistent language and approach. Behaviour Plan.

8	Inappropriate seeking of attention	Show pupil (model) how to gain other's attention appropriately. Catch the pupil when appropriate and reinforce. Use consistent language and approach.
9	Difficulty making transitions	Give advance warning of when a transition is going to take place. Sand-timers or stop watch. Now and Next boards. List steps necessary to complete each task on a whiteboard. Arrange for a helper (peer).
10	Frequent fidgeting with hands, feet or object possibly due to frustration	Planned ignoring. Break tasks down to small sections and give frequent positive reinforcement for accomplishments. Allow movement breaks. Consider using some low level of positive touch.
11	Frequent self-putdowns, negative comments about self and others, low self esteem	Structure for success. Teach pupil to self-monitor. Reinforce improvements. Allow opportunities for the pupil to show their strengths. Give positive recognition. Consider ELSA intervention or Circle of Friends. Good work folder. Personalised reward chart. Use the "Bucket of Sunshine" strategy, (child has to be encouraged to think of 3 things that have gone well and then write down their favourite one on a yellow circle (sunshine) and put it in a pot. At the end of the week all their sunshines are displayed.
12	Disrupting other's learning	Praise others for good listening. Provide pupil with an object to remind them to come and speak to you later about whatever was important to them at that time. Say to the pupil "Pop it in your head" and we will talk about it later. "I can see that you're very keen to have that conversation, but now it is time for learning and later we can have that conversation." "(X) –You are talking, you now need to listen, <i>thank you</i> ". (Allow take up time). Repeat with " <i>thanks</i> ".
13	Seeking adult attention/sighing, whining, huffing and puffing, muttering	Tactical ignoring. Raise the awareness then correct e.g. I can hear the puffing, huffing and I now need you to stop. Check pupil has understood the task. Ensure pupil has the necessary resources or a range of resources to support the learning. Offer reassurance that you will return in a specific time, (use sand timer/stop watch as a visual prompt).

14	Tapping	Proactive response – to cue in the whole class, for example “123 eyes on me.” Show a “STOP” visual. “(X) you are tapping, you need to stop and listen, <i>thank you</i> ”. Alternatively, provide a fiddle object, but provide clear instructions when and how to use it appropriately. Remove distractions discreetly.
15	Throwing objects	“(X) you are throwing.... and you now need to stop.” Alternatively, provide a fiddle object, but provide clear instructions when and how it is to be used. Remove distractions discreetly. Positive touch – take the child out of the situation so they can calm down in a quiet place.
16	Out of seat	If appropriate, use humour and distraction as a technique. If appropriate, use high anxiety strategies: “I wonder if I count to 10 that you won’t be seated?” “(X) you are out of your seat, I need you to be sitting on your chair/mat <i>thank you</i> ”. Allow take up time and break eye contact. Repeat instruction with “ <i>thanks</i> ”. Allow take up time – 5 minutes (use sand timers). Repeat instruction with “ <i>thank you</i> ”.

		“I see you need another minute to make the right choice” (use sand timer). Repeat instruction OR “I will have to give you your 1 st warning”. “(X) I need you to sit in your seat ready for learning, <i>thank you</i> ”. Allow take up time & break eye contact. Repeat instruction OR “I will have to give you your 2 nd warning”. “If I have to give you your 3 rd warning, you will lose 1 minute off your reward/playtime”.
17	Crawling under tables	Cue the class for their attention, but then approach (X) and say that “they can be given some time to think about making the right choice and be quiet, thank you, so that I can continue teaching”. “(X) you have a choice you can sit on a chair or on the mat, <i>thank you</i> ”. Allow 5 minutes take up time, break eye contact and use sand timers to time bond. Tell (X) “You choose, sit on a chair/mat or take 5 minutes time-out” OR Consequence: <ul style="list-style-type: none"> Your name will be moved down on the class behaviour system. Allow 1 minute take up time – use sand timer as visual prompt If non-compliant – 1 st warning <ul style="list-style-type: none"> Name goes down Repeat instruction to (X) to “sit on a chair or on a mat – you choose, <i>thank you</i> ”. Consequence – 2 nd warning:

		<ul style="list-style-type: none"> Name moves down and parent will be contacted. <p>If (X) starts to move onto a chair or mat, then praise (X) for making the right choice and their name will now be moved back up. Allow 1 minute take up time – use sand timer as visual prompt If non-compliant-2nd warning: Name moves down again and parent is contacted. Consequence – call home.</p>
18	Hurting peers/adults Physical violence	<p>Use of positive touch to ensure pupil is not able to hurt themselves or others (If appropriate). Reflection Time Restorative Approach. Sent to Deputy/Federation Headteacher. Internal exclusion. F/T exclusion.</p>
19	Running off	<p>Staff to supervise from a safe distance. If necessary, as a duty of care to (X), children and staff, school external doors are locked. At regular points speak to (X) and ask if they are calm to re-enter the building. Use consistent language, e.g. (X) where do you need to be? If they have a safe place to go, encourage them to go there. Use sand timers and keep checking in on them. Using consistent language and approach. If appropriate, seek another adult that has a good relationship with (X) and to encourage them to return to class.</p>
20	Throwing objects outside	Once (X) is in a calm state of mind, “(X) we now need to tidy up”.
21	Personal verbal attacks	<p>Planned ignoring. “I’m not using rude words to you, please do not use them at me”. Repeat – “we use kind words and be respectful”.</p>
22	Swearing/shouting/ offensive language Defiant behaviour	<p>Take a deep breath. Inform (X) about the school rule, “we do not use swearing or offensive language in school”. Show a calm response with no emotion and re-educate. “(X) you are swearing; you need to STOP. You know our rule about swearing”. Reminder – “(X) if you continue to swear, you’ll be choosing your 1st warning and you will lose 1 minute of reward/playtime”. Reminder – “(X) you lose 1 minute reward/playtime”. If (X) stops swearing etc. thank (X) for making the right choice and move on. If (X) continues to swear, then (X) will be choosing their 2nd warning, losing another minute of reward or break time. It’s your choice”. Allow Take up Time and continue process.</p>

Sexual Harassment and Sexual Violence

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. 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. Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviours are developmentally inappropriate and may cause developmental damage. Please see the 'Brook Sexual Behaviours Traffic Light Tool' for what are normal and harmful sexual behaviours.

This policy sits in line with our safeguarding policies and other statutory policies including:

- Exclusions from Maintained Schools, Academies and PRUs (Statutory Guidance)
- Keeping Children Safe in Education (Statutory Guidance)
- Sex and Relationship Education (Statutory Guidance)
- Working Together to Safeguard Children (Statutory Guidance)

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 (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

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Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

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Pupil Reflections





Trust Respect Perseverance Enjoyment

Behaviour Reflections

Name: _____

Class: _____



<p>What happened?</p> 	<p>How are you feeling?</p> <div data-bbox="630 808 1018 1032"> happy embarrassed scared nervous goofy surprised quiet annoyed cool sad tired excited bored sick frustrated angry funny proud </div>	<p>What do you need to do to put things right?</p> 
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Trust Respect Perseverance Enjoyment

Behaviour Reflections

Name: _____

Class: _____



<p>What happened?</p> 	<p>What behaviour code did you break?</p>	<p>What do you need to do to put things right?</p> 
<p>What are you thinking and feeling?</p>	<p>Who has been affected?</p> <p>Who else?</p> <p>Who else?</p>	<p>What will you do to make sure it doesn't happen again?</p>