The Park Federation Academy Trust
James Elliman Academy

Positive Behaviour Policy

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Approval

Signed by Principal	Mrs T Johal
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Section 1: Introduction

At James Elliman Academy, we have clear expectations for behaviour that apply both inside and outside of school. We believe everyone has the right to be part of a safe, calm, purposeful, and happy environment where aspirations are respected and valued.

Our rules, boundaries, and consequences are clear, fair, consistent, and appropriate for everyone. We aim to foster positive, caring attitudes in our diverse community and recognise achievements at all levels.

We encourage everyone to take personal responsibility for their behaviour and relationships. Our behaviour policy is designed to build and maintain positive relationships between adults and children. This ethos is underpinned by our JEA Golden Rules and our six core school values: resilience, integrity, gratitude, kindness, diversity, and creativity. By setting high aspirations and demonstrating resilience in our learning, we challenge ourselves to succeed. We build a welcoming, inclusive environment by treating others with kindness, honouring diversity, showing gratitude, being polite, and showing respect for everyone and our school. Crucially, this commitment to respect encompasses all children without exception, including those who are LGB or questioning their gender, as well as children with Special Educational Needs (SEN), disabilities, and medical conditions. Above all, we practice integrity by always being honest and taking full responsibility for our actions.

This policy will be shared annually with staff and parents and will be available on the James Elliman Academy website. The academy's behaviour expectations will also be included in the Home-Academy Agreement.

Section 2: Our vision

Vision Statement
At James Elliman Academy, our goal is to develop lifelong learners who are responsible, creative, and leaders in their chosen paths. Our dedicated staff, parents, carers, and governors are committed to providing a top-quality education tailored to each pupil's needs. This education is built on trust, rich in opportunities, and promotes achievement, helping every pupil reach their full potential.

School Motto
At James Elliman Academy, we believe in the potential of every child to be a leader, seizing every opportunity to learn and grow. We emphasise the importance of making every day count towards achieving personal and academic success.

Core Values
We prioritise every child's well-being, safety, and future. We offer high-quality educational experiences and foster skills of cooperation and collaboration. Our curriculum is aspirational, challenging, diverse, and filled with memorable moments. Our pupils will leave James Elliman as articulate, knowledgeable, considerate, and thoughtful members of society, embodying resilience, integrity, gratitude, kindness, diversity, creativity and a lifelong love for learning.

Commitment to Safety
We uphold our responsibilities to protect children from child-on-child abuse, as outlined in Keeping Children Safe in Education 2026. We have a zero-tolerance approach to child-on-child abuse and do not dismiss concerns as banter or typical behaviour.
Staff are trained to adopt the mindset that "it could happen here" and understand that all schools are vulnerable to child-on-child abuse, including sexual harassment and sexual violence, even when there are no specific reports.
We recognise our shared safeguarding duties regarding supply teachers, trainee teachers, and contracted staff, ensuring all third-party providers understand and comply with our safeguarding policies.

Response to Child-on-Child Abuse
We address suspected child-on-child abuse from both inside and outside of school. Parents and carers are encouraged to share any concerns about inappropriate behaviour. Staff are trained to be vigilant and to adopt the mindset that "it could happen here." They understand that disclosures might not be direct and use professional curiosity to detect any changes in behaviour.

Support for pupils impacted by the behaviour (Victims) and those who instigate the behaviour (Perpetrators)
For Victims: We reassure them, keep them safe, listen to them, consider their wishes, and take prompt action to resolve concerns.

For Alleged Perpetrators: We keep them safe, listen to them, and help them understand why their behaviour was unacceptable. We educate them on proper behaviour and provide interventions to ensure their safety and that of others.

Section 3: Our Attitudes and Behaviour

High Expectations and Positive Behaviour

At James Elliman Academy, we have very high expectations for behaviour and aim to help children understand the impact of their choices, whether positive or negative. Good behaviour and achievement are learned through modelling, scaffolding, teaching, support, and recognition.

Golden Rules

Our school has three golden rules that everyone is expected to follow:
Politeness and Respect: We are polite and show respect for others and our school.
Attendance and Resilience: We have strong attendance, high aspirations, and are resilient in our learning.
Honesty and Responsibility: We are always honest and take responsibility for our actions.
These rules are adhered to by both adults and pupils, ensuring everyone knows the boundaries of their behaviour. Incidents are promptly investigated, and children receive the necessary support. Behaviour is monitored and analysed through a whole-school approach.

Support for Well-being and Positive Attitudes

We support children's well-being, mental health, and social skills through various strategies and programs. Positive attitudes to learning, incorporating British and school values, foster resilience and healthy relationships. Visitors often comment on our pupils' exemplary behaviour in and out of lessons.

Personal Development

We provide a safe and welcoming environment for personal development, helping pupils become active and responsible citizens. While we expect all children to follow the rules and excel in learning, we understand that some may face challenges and need extra support to cope with school demands, home life, and social interactions.

Zero Tolerance for Abuse

We have a zero-tolerance approach to child-on-child abuse. All reported incidents are taken seriously and never dismissed as banter or typical behaviour.

Class Rules

In addition to the school rules, some classes may create their own set of rules, involving children in the process to make them more personalised to the needs of the class.

The use of Mobile Phones in Schools

James Elliman Academy operates as a mobile phone-free environment in line with the DfE statutory guidance Mobile Phones in Schools and TPFAT Mobile Phone Policy. This means that pupil access to mobile phones is restricted during:

- All lessons
- Breaktimes
- Lunchtimes
- Breakfast Clubs and After School Clubs

Our approach:

- Mobile phones must be handed to the School Office on entry to the school and can be collected from the School Office at the end of the school day
- Smart watches with communication or internet capabilities are not permitted in school
- Video games and tablets are not allowed in school unless specifically required for educational purposes and approved by the class teacher
- We recognise that pupils may require a mobile phone to support medical conditions such as diabetes and permit this use.

Rationale: The Park Federation Mobile Phone Policy protects pupils from distraction, disruption, and potential online harm during the school day. It supports our commitment to creating a focused learning environment where children can engage fully with their education and develop healthy face-to-face relationships with peers.
Consequences for non-compliance: See the 5 stages of behaviour document - Appendix 3 for consequences related to unauthorised use of mobile phones or devices.

We recognise that some inappropriate behaviours when using mobile phones constitute criminal conduct such as:

- Harassment or bullying
- Sexting and the sharing of nudes and semi nudes
- Upskirting
- Threats of violent or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

Section 4: Promoting Positive Behaviour

Collaborative Rewards System
Rewards are tailored to each key stage and year group to suit the age and needs of the pupils. These rewards and incentives are clearly displayed in every classroom and consistently promoted by all adults. A whole-school reward system using house points to encourage positive behaviour and academic excellence among our pupils is used from EYFS to Year 6. Each house will earn points for achievements in various areas, fostering a sense of community and friendly competition. To maintain motivation and recognise ongoing efforts, we reward houses half-termly based on the points accumulated. This not only celebrates individual and group achievements but also unites children to follow the school rules throughout the school year.

Supporting Positive Behaviour
When a child's behaviour is not positive, rewards are paused, and the child is supported in developing a positive response. Teachers use strategies like "catch me being good" and "proximity praise" to shift attention from negative to positive behaviours. Rewards resume frequently to reinforce desired behaviours. For more details and strategies to improve behaviour, see the summary of the EEF recommendations. Rewards are earned and never taken away.

https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/

Rewards include:

Individualised Achievement:

- Use points, stickers, stamps, dojo points, certificates from the Principal, SLT and SMT.
- Individual reward cards for children with challenging behaviour (Stage 2).
- Frequency: after each lesson, morning or afternoon, end of day, few days, or week, based on the child's

needs.

Praise and Celebration:

- Staff give verbal and written praise for positive actions and work.
- Public acknowledgment: in class, on display.
- Pupils share their work with peers, teachers, support staff, and senior leadership.
- Teachers inform parents in person or by phone about good work.

Star of the Week:

- Praises children demonstrating core values and positive learning behaviour.
- Every child is expected to receive a star of the week certificate throughout the year.

Collaborative Rewards:

- Whole school house points system
- Use pebble jars, puzzles, or dojos for collective class achievements.
- Rewards can be half-termly, weekly, or daily, based on class needs.

Certificates and Stickers:

- Acknowledge positive behaviours and personal achievements with certificates, or stickers, according to what the child responds best to.

Specialist Reward Systems:

- Tailored to individual needs for pupils with who require support with their behaviour, recommended by outside agencies (Stage 3).

Section 5: Unwanted and Inappropriate Behaviour

Consequences, should be immediate, short, and appropriate for the behaviour reported or seen. They should always target the behaviour, not the child. To give children a fair chance to correct their actions, they will receive a warning before any consequence is applied.

James Elliman Academy will apply the following consequences to tackle instances of unwanted behaviour:

- Regular reminders verbally
- Change of place in the class so the teacher can help facilitate positive learning behaviour
- Time out/thinking time/reflection time within the class. This could graduate to another class if the unwanted behaviour persists
- Apology letters
- Break and lunchtime play - timed reflection.
- Missing part of the reward if and when appropriate.
- A graduated response to persistent unwanted behaviour following the 5 stage model in appendix 2 and 4 escalate to Year Leader/DP or VP, then Principal.
- Meeting between the child, parents/carers and a senior member of staff, depending on severity.
- Internal exclusion – spending a day/s away from their class and under the supervision of a year leader or member of SLT.
- Short term change of classroom if required after consultation with SLT and Parents or carers
- Natural consequences - a natural consequence is an outcome that directly and logically follows a child's unwanted behaviour. For example, rushing through a piece of work: The work may be messy or incomplete, and the child may need to redo it to a higher standard, outside of the lesson time. The purpose of using natural consequences is to help children understand the direct impact of their choices and learn to take responsibility for their actions. Teachers will find opportunities for children to develop their skills in improving behaviour along side this.

Pupils will only be excluded from their class or lesson, if all other options have been explored and the child's behaviour is having a detrimental effect on the learning of the other pupils over a sustained period of time. Exclusion from a lesson or from class must be with the permission of the Senior Leadership Team.

Staff will be provided with regular training on the causes of unwanted behaviour and in supporting unwanted behaviour and half termly monitoring of patterns and trends allow teachers to be aware of the presenting behaviours and how often they are arising, implement support and evaluate the impact of the interventions.

Section 6: Summary and Descriptors: 5 stages of behaviour

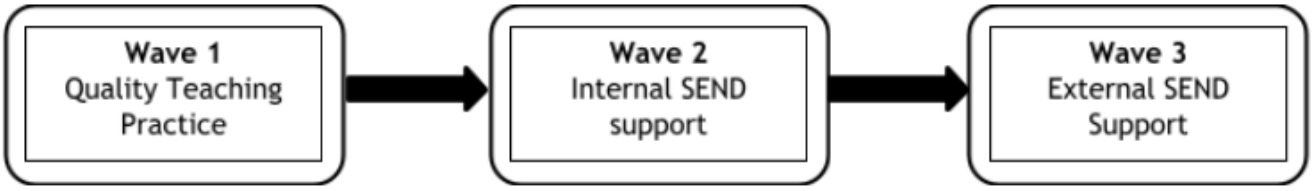
Most pupils behave well, but some may struggle to self-regulate or communicate effectively, leading to unwanted and unacceptable behaviour. Here are key strategies for supporting pupils in such situations:

1. **Listen and Understand**:
    - Take time to listen to pupils and avoid hasty judgments.
    - Address the root cause of the behaviour, not just the actions.
2. **Know Your Pupils**:
    - Learn about their interests, home circumstances, and their feelings about different subjects.
    - Providing a sense of achievement and success can reduce the need for unwanted and unacceptable behaviour.
3. **Build Positive Relationships**:
    - Teacher support and positive relationships are crucial for each child.
    - Balance fairness to all pupils with effective support for those who need more attention.
4. **Inclusive and Engaging Learning**:
    - Pupils respond well to inclusive and engaging lessons from good or outstanding teachers.
5. **Behaviour Sanctions**:
    - The JEA 5 Stages of Behaviour Sanctions and Next Steps are displayed in the classroom and around the school to ensure pupils are aware of consequences.
6. **Recording Serious Incidents**:
    - Record all serious incidents in writing on the Serious Incident Form (Appendix 1) and log them on CPOMS under the appropriate category.

By adhering to these principles and strategies, we can foster a positive learning environment where all pupils feel supported and motivated to exhibit positive behaviour.

Section 7: Supporting Children with Social, Emotional and Mental Health Difficulties (SEMH)

We ensure that all members of our school community understand the positive and negative consequences of their behaviour choices. For pupils who struggle to respect and comply with school rules, we provide a range of strategies to help them manage and change their behaviour. It is the role of the teacher to build strong relationships with the child and their family, understand the root causes of the behaviour, and address these causes to help the child communicate their needs and manage their behaviour positively. We apply a graduated wave response to support pupils, starting with universal support like consistent routines and positive reinforcement. If needed, we move to targeted support, including small group interventions and individual behaviour support plans. For those requiring more intensive help, we involve external agencies and offer specialist programs. By employing these strategies and working collaboratively with families, we aim to support all pupils in achieving positive behaviour and success at school.



Stages of intervention	School will …	Individuals

		involved
Wave 1- Quality First Teaching Practice	Develop and disseminate positive behaviour policy Deliver a PSHE curriculum that teaches social and emotional skills Provide regular CPD for staff to develop inclusive quality first teaching for all. Use zones of regulation to help support identification and regulation of emotions.	Class teacher / Support staff Child
Wave 2 - Internal SEND support delivery of evidence based intervention and additional support	Provide staff with the appropriate training to identify CYP demonstrating SEMH needs through externalising AND internalising behaviours Identify and monitor SEMH needs Deliver preventative and early intervention evidence based support programmes (e.g. ELSA, wellbeing check ins) and monitor progress Involve parents/carers in all progress and review meetings For transition to a new class, current and new teacher complete a handover and child has opportunities to meet the new class and class teacher. Transition books will be provided for identified children. Additional visits to the classroom or meetings with the new teacher can be arranged if required. Transition support groups set up by CFSO through ELSA.	Class teacher Wellbeing Champions Child Parents + SENDCo/ SLT Child and Family Support Officer (CFSO)
Wave 3 - External SEND Support	Seek advice from specialists (e.g. Educational Psychologist, Early Help, Mental Health Support Team (MHST)/Getting Help Team, Social and Emotional Behaviour Difficulties Outreach Service (SEBDOS), Virtual School, Young People's Service, Family Information Service) Involve parents/carers in all progress and review meetings with external professionals SENDCo or CFSO will liaise with SEBDOSS and MHST to arrange targeted transition support groups for identified children. This will support children moving in year and when moving on to new settings.	Class teacher Child Parents SENDCo/ SLT + external specialists CFSO MHST

Supporting Young Carers

We recognise that young carers may face additional pressures that can affect their behaviour, attendance, and wellbeing. Young carers are children and young people who provide care for a family member who has a physical or mental illness, disability, or substance misuse problem.

Our approach to supporting young carers:

- Our Safeguarding Team can ~~Staff are trained to~~ identify potential young carers through changes in behaviour, attendance patterns, or signs of stress. Staff are trained to refer any concerns with changes of behaviour to the DSL or DDSL
- We maintain a register of identified young carers and ensure appropriate support is in place
- We work with families and external agencies to ensure young carers receive appropriate support

- We make reasonable adjustments to support young carers' education, including flexibility with homework deadlines when appropriate
- We provide access to our Child and Family Support Officer (CFSO) and Wellbeing Champions
- We refer families to Slough Young Carers Service and other appropriate support services

Reporting concerns:
If staff identify a child who may be a young carer, they should complete a Record of Concern (RoC) via CPOMs and inform the **CFSO** ~~SENDCo~~ and DSL.

Supporting Children with Specific Medical Conditions
We recognise that children with specific medical conditions may require additional support and understanding regarding their behaviour. Some medical conditions can directly affect behaviour, emotional regulation, or a child's ability to engage with school routines.

Our approach:
- Staff receive training on specific medical conditions and how these may affect their behaviour
- We make reasonable adjustments to our behaviour expectations where a child's medical condition affects their ability to self-regulate
- We work closely with parents/carers, medical professionals, and the school nurse to ensure appropriate support
- Behaviour that is a direct result of a medical condition is addressed through support and medical intervention rather than sanctions

Examples of medical conditions that may affect behaviour:
- Diabetes (blood sugar fluctuations affecting mood and concentration)
- Epilepsy (post-seizure confusion or behaviour changes)
- Asthma (anxiety or frustration related to breathing difficulties)
- ADHD (impulsivity, hyperactivity, inattention)
- Tourette's syndrome (involuntary movements or vocalisations)
- Mental health conditions (anxiety, depression, OCD)

Support for Pupils with ASD or ADHD
Pupils with a diagnosis of ASD or ADHD must follow whole-class rules and aim to meet the same high expectations as all pupils. In addition to Pupil Provision Maps, these pupils can be supported through individual pupil support plans to make positive behaviour choices. These plans, which outline steps to achieve positive behavioural outcomes, are shared with both the pupil and parents and are reviewed every six weeks. Pupils also have access to supportive visuals, fidget toys and the zones of regulation space known as the Regulation Station to allow themselves time to regulate.

Recording and monitoring: Any behaviour incidents related to medical conditions must be recorded on CPOMs under the category 'Medical' and ‘Behaviour’ and shared with the SENDCo and school nurse to ensure patterns are identified and support adjusted accordingly.

Supporting Children with social transition and Promoting Positive Behaviour and Anti-Bullying

All pupils are required to use the toilets and changing rooms designated for their biological sex. Participation in sex-segregated sports teams is determined by biological sex to ensure safety and fairness. Entering facilities designated for the opposite biological sex is strictly prohibited.
All pupils must be treated with dignity and respect at all times. Any bullying, prejudice, or discriminatory behaviour directed at a child based on gender identity will be challenged immediately and handled in accordance with the school's positive behaviour and anti-bullying policies. Consequences for such behaviour will be addressed through the 5 Stages of Behaviour Document (appendix 3)

Teacher Responsibilities
It is the professional responsibility of each teacher to create a positive and safe environment for their pupils. Teachers should interact positively and caringly with all pupils and support those who are vulnerable or display inappropriate behaviour and ensure that support staff also follow the same behaviour. This includes deploying support staff effectively and referring pupils who need specialist support, following the graduated approach.

Addressing Unwanted and Inappropriate Behaviour
When unwanted or inappropriate behaviour arises, teachers should first discuss strategies with team colleagues or the Team Leader. If concerns escalate, actions should follow the strategies outlined in the 5 Stages of Behaviour document (appendix 2 and 5). If a pupil continues to demonstrate significant behaviour issues despite the full range of support offered, actions may include fixed-term exclusion or managed transfer to another setting to safeguard the education and safety of the majority.

Use of Reasonable Force

The DfE has revised guidance regarding the use of reasonable force 'Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

The DfE advises that all adults in the school who have a duty of care towards pupils can use 'restrictive interventions, including reasonable force' to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
Further examples include, preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and using restrictive interventions for pupils at risk of harming themselves through physical outbursts. Teachers will physically separate pupils found fighting if they do not respond to verbal requests to stop. Reasonable adjustments for disabled children and children with special educational needs (SEN) will be made with regard to using 'reasonable force' in any serious incident. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

In the event of a serious incident where 'restrictive intervention, including reasonable force' has been used, the incident will be recorded and logged on CPOMs. Parents will be notified both verbally and in writing, and the incident will be discussed with parents at the earliest opportunity. Incidents will be recorded by the Principal /Vice Principals.

For more detailed information please refer to The Park Federation Use of Reasonable Force Policy.

Mental Health
The school is committed to supporting pupils who may be experiencing mental health difficulties which could be

affecting their behaviour. The school has processes in place which aim to determine the underlying cause of unwanted or inappropriate behaviour, often this behaviour can be linked to social and / or emotional difficulties.

Support includes:
Class teachers should refer pupils causing concern through the SEND route, in order to facilitate assessment and diagnosis of need and appropriate intervention and support. A 'Record of Concern Form (RoC)' would be completed and given to the SENDCo via the CPOMs system.

At James Elliman Academy the following provision is provided to support Social, Emotional and Mental Health (SEMH). Changes in behaviour are often and indicator of this SEND category. Children may have their provision monitored through an individual Record of Concern or Provision Map (once registered as being on the Special Educational Needs Register.

- Quality first teaching within the classroom that supports regulation, resilience, self-esteem, focus and concentration.
- General classroom behaviour support strategies following discussion with SEND Team.
- Circle Time – Teacher intervention in class to support empathy, class cohesion and friendships
- Wellbeing Champions to complete regular check ins
- ELSA – Support Group undertaken by a trained member of staff
- Child and Family Support Officer (CFSO) – Direct 1:1, paired or small group work to address anxiety, social interaction skills amongst others.
- SEBDOS – Social Emotional and Behaviour Outreach Service, trained staff providing support to children and families both in school and at home.
- Educational Psychologist – Therapeutic intervention, assessment and consultation services provided to children, staff and families.
- Referral to SEBDOSS Behaviour Panel for children who have severe difficulties and are at risk of exclusion.
- Referral to Early Help through Slough Council via SEND/Safeguarding team
- Referral to CAMHS (Children and Adults Mental Health Service)
- Referral to School's Mental Health Support Team (MHST)
- Signposting to GEMS or Parenting Special Children – Community support groups for parents and carers of pupils with SEND.

Section 8: Child on Child Abuse: Harmful Sexual Behaviour, Sexual Violence and Sexual Harassment, Bullying and Online Safety Harms

Keeping Children Safe in Education 2026 states that the umbrella of child-on-child abuse is most likely to include the following unacceptable behaviours. Child-on-child abuse strongly relates to harmful sexual behaviour, sexual violence, sexual harassment, bullying and online safety harms. This can be both online and offline, in school and outside of school.

Forms of child-on-child abuse include:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Physical assault and harm, or the threat of harm with a weapon.

- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Harmful sexual behaviour (HSB) that sits on a continuum and may progress to sexual violence if not addressed
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Sextortion (threatening to share intimate images unless demands are met)
- Making or sharing of nudes or semi-nudes (including images digitally altered or wholly generated by artificial intelligence, such as deepfakes)
- Upskirting (a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Modern slavery and exploitation
- Financial exploitation
- Child-to-parent or caregiver abuse
- Misogyny and misandry (gender-based prejudice, stereotyping, or hostility)

Our school operates on the understanding that child-on-child sexual abuse '*could happen here*'. Through safeguarding training, staff understand the importance of raising any concerns around child-on-child abuse immediately, no matter how small. All staff must assume it could be happening at their school, even when there are no reports evident.

Harmful Sexual Behaviour (HSB)

Harmful Sexual Behaviour
Harmful sexual behaviour is distinct from, but can progress to, sexual violence. KCSIE 2026 establishes a clear, progressive continuum from HSB to sexual violence, and it is essential that we identify and address HSB early to prevent escalation.

What is Harmful Sexual Behaviour?
HSB refers to sexual behaviours expressed by children that are developmentally inappropriate, may be harmful towards themselves or others, or be abusive towards another child or adult. HSB exists on a wide continuum, from inappropriate sexual language to behaviours that meet the threshold for criminal investigation.

Understanding developmentally appropriate sexual behaviour:
It is important that staff understand typical stages of sexual development in children to identify when behaviour becomes concerning. We refer to NSPCC resources**,** The National College and the Brook Traffic Light Tool

(DSL/DDSLs only) to help staff distinguish between:

- **Green behaviours:** Developmentally expected and healthy sexual behaviours
- **Amber behaviours:** Outside of safe and healthy behaviour and may require additional support
- **Red behaviours:** Potentially harmful to the child and others, requiring immediate intervention

Examples of HSB may include:

- Using sexually explicit words and phrases inappropriate for their age
- Inappropriate questions or talk about sexual acts
- Inappropriate touching of peers or adults
- Exposing private body parts to others
- Sexual graffiti or drawings
- Attempting to view pornography
- Sexual behaviour that is persistent, compulsive, or coercive
- Age-inappropriate sexual play or knowledge

Our response to HSB:

When HSB is identified, we will:

- **Respond immediately** - never dismiss behaviour as "just playing/banter" or "experimentation"
- **Report to the DSL/DDSL** - all incidents must be logged on CPOMs under 'SAFEGUARDING CONCERN FORM (DSL)' and 'Serious inappropriate behaviour - Child on Child Abuse'.
- **Assess using the Brook Traffic Light Tool** (DSL/DDSL with support of class teacher) - to determine the level of concern and appropriate response
- **Consider the context** - age, developmental stage, power imbalance, and whether the behaviour is persistent
- **Support all children involved** - both the child displaying HSB and any children affected by it
- **Work with parents/carers** - unless this would place the child at greater risk
- **Refer to specialist support** - this may include Educational Psychologist, SEBDOS, CAMHS, or other therapeutic services
- **Educate** - provide age-appropriate education about healthy relationships, consent, and appropriate behaviour
- **Monitor and review** - create a support plan with regular reviews to track progress

Understanding consent:

Children must understand that consent means:

- Freely given agreement
- Can be withdrawn at any time
- Cannot be given if someone is asleep, unconscious, or incapacitated

- Cannot be given under pressure, threats, or manipulation
- Requires ongoing communication and mutual respect

Children below the age of 13 cannot legally consent to sexual activity. Between 13-16, sexual activity is illegal but may not always be harmful or abusive if both parties are of similar age and there is no coercion.

Link to sexual violence:
If HSB is not addressed, it can escalate along a continuum towards sexual violence. Early intervention, education, and support are essential to prevent this progression and to safeguard all children.

Definitions: Sexual Violence, Sexual Harassment, and Key Terms
To gain a better understanding of the meaning of sexual violence and sexual harassment, the following definitions apply:
Sexual violence means:
- **Rape:** Non-consensual penetration of the vagina, anus, or mouth with a penis
- **Assault by penetration:** Non-consensual penetration of the vagina or anus with any part of the body or object
- **Sexual assault:** Non-consensual intentional sexual touching

These definitions are based on the Sexual Offences Act 2003 as referenced in KCSIE 2026.
Sexual harassment means unwanted conduct of a sexual nature that can occur online or offline, including:
- Sexual comments, remarks, jokes, or taunting
- Physical behaviour such as deliberately brushing against someone, interfering with clothes, or displaying pictures/photos/drawings of a sexual nature
- Online sexual harassment, including:
    - Making or sharing of nudes or semi-nudes
    - Sharing unwanted explicit content
    - Inappropriate sexual comments on social media
    - Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
    - Upskirting
    - Sextortion

Making or sharing of nudes or semi-nudes means: The creation, possession, or distribution of nude or semi-nude images or videos of children under 18. This explicitly includes:
- Images or videos created by the child themselves
- Images or videos created by others
- Images digitally altered using technology
- Images wholly generated by artificial intelligence (e.g., deepfakes)

All incidents involving the making or sharing of nudes or semi-nudes mandate a safeguarding response, regardless of whether the images were created consensually.

Victims and alleged perpetrators: Throughout this policy, we use the terms "victim" (those impacted by harm) and "alleged perpetrator" (those who initiated the harm) for clarity. However, staff should be mindful when using these terms with children and families. In reports and conversations, children can be referred to as "Child A" and "Child B" to avoid assigning guilt before an investigation has taken place by appropriate authorities.

Misogyny and misandry:

- **Misogyny:** Prejudice, stereotyping, or hostility directed towards girls and women
- **Misandry:** Prejudice, stereotyping, or hostility directed towards boys and men

Both forms of gender-based prejudice are unacceptable and will be addressed through education and, where appropriate, consequences.

Minimising the risk of harmful sexual behaviour, sexual violence and sexual harassment

To prevent serious issues of harmful sexual behaviour, sexual violence, and sexual harassment, it is essential to address even minor behaviours immediately. By dealing with these issues clearly and promptly, we can prevent them from escalating into more serious problems later. When handling these situations, it is crucial to address them openly in front of everyone involved: the victim, the person who displayed the behaviour, and any witnesses. This approach sends a strong message that unacceptable behaviour is taken seriously and will not be ignored or dismissed as just "banter" or part of growing up.

Low-level behaviours can consist of the following:

- Calling a person an offensive term that degrades them based on gender
- Making sexist comments or jokes about how boys and girls should behave
- Different expectations about which toys, activities, or subjects that boys and girls should engage with
- Flicking bra straps or commenting on underwear
- Lifting up skirts or pulling down trousers
- Young children looking under toilet doors
- Unwelcome looks and comments about physical appearance or development
- Boys saying girls are 'gross' or girls saying boys are 'stupid' based solely on gender
- Invading personal space by touching others, particularly private areas, often perceived as a joke or "just having fun"
- Spreading rumours of a sexual nature about peers
- Rating peers based on physical appearance or sexual attractiveness
- Misogynistic or misandrist language or attitudes

Our response to low-level behaviours:
Staff must address these behaviours immediately and in the moment.

This includes:

- **Clearly naming the behaviour** - "*That comment was sexist and is not acceptable*"

- **Explaining why it's harmful** - "*Comments like that make people feel uncomfortable and disrespected*"
- **Requiring an immediate apology** - The child should apologise to the person affected there and then
- **Recording the incident** - Log on CPOMs even if addressed in the moment, to identify patterns
- **Informing parents** - A phone call home the same day to ensure parents are aware and can reinforce the message
- **Following up** - Check in with the victim to ensure they feel safe and supported

If a child refuses to apologise or the behaviour is repeated:
Escalate immediately to Year Leader and follow the behaviour stages outlined in Appendix 3. Do not allow low-level behaviours to become normalised.

Children are taught how to report any incidents of sexual violence and harassment, both in school and outside of it. They can use the class worry boxes for minor concerns, but if something serious has happened that makes them feel upset or unsafe, they should speak directly to the safeguarding team. It's important for them to talk to someone they feel comfortable with so they can get the help they need quickly. For male students who might feel uncomfortable speaking to a female staff member, there is a male representative available, this is **Mr Ali – Year 6 Year Leader and Vice Principal**. Additionally, students can talk to our Child and Family Support Officer Miss Morgan or designated mental health champions if needed.

Personal safety and safeguarding are part of the curriculum. Students learn about respectful relationships and what behaviour is appropriate or inappropriate in our PSHE classes. We also discuss safety in weekly assemblies and other lessons where relevant. The school also delivers the NSPCC Speak Out. Stay Safe Programme. Speak out Stay safe is a safeguarding programme that aims to equip a generation of children with the knowledge they need to stay safe from abuse and neglect. It provides resources for primary schools to help children aged 5 to 11 years understand:

- abuse in all its forms and how to recognise the signs of abuse
- that abuse is never a child's fault and they have the right to be safe
  where to get help and the sources of help available to them, including Childline.
- Parents and carers receive regular updates on how to keep children safe outside of school.

While the school will not tolerate unacceptable behaviour, we will not blame anyone unfairly. We listen to everyone involved and provide support to both victims and those who have behaved inappropriately, helping them understand what went wrong and how to prevent it in the future.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

<u>Bullying</u>

Bullying is another inappropriate behaviour that sits within child on child abuse. Bullying is not acceptable in this school and children and adults are encouraged to report all bullying through the usual safeguarding and child protection policy and procedures guidance. Staff must report bullying to the DSL or DDSL immediately using the CPOMs system, or a paper referral if this is not possible.

- Once an incident has been logged, the DSL/DDSL will investigate this. They will use the serious incident form (Appendix 1) to record the investigation and will use it to show the outcome and next

steps thereafter.

- Parents of both/all children will be involved so that we can work together to resolve the issue and bring about change.
- As with all safeguarding and behaviour concerns, children are encouraged to use the worry boxes in class to raise a concern related to themselves or others. If they feel the concern is more serious or they feel unsafe or worried/upset then they can speak to the safeguarding team directly. They can approach directly or ask their teacher for support. The school also has wellbeing champions and a child and family support officer available who can provide support to children.
- Through our curriculum, safeguarding sessions in assembly, anti-bullying week and through other sessions such as PHSE, children will learn about bullying, how this is unacceptable behaviour and what they can do to prevent it and report it. We also share useful materials with parents and carers via the school app and website.
- As with sexual violence and sexual harassment, bullying is taken on a case by case basis and responses will be proportionate, considered and supportive. We want children to come forward and share their concerns so that we can support them, address the problem and work with all children to give them support to understand that their behaviour is wrong.
- Consequences will be in line with our 5 stages of behaviour document (Appendix 2 and 4).
- This positive behaviour policy has a strong message that appropriate behaviour is built upon strong values, respect and mutual tolerance. This is reinforced in our PHSE curriculum.

Online Harms: Filtering, Monitoring, and Generative AI

Filtering and Monitoring and the use of SENSO to monitor pupil conduct online
The school has robust filtering and monitoring systems in place to protect children from harmful and inappropriate online content. The Senior Leadership Team member responsible for filtering and monitoring is the Designated Safeguarding Lead, Rebecca Pinkney (supported by the Digital Lead and the Network Manager). JEA Online Safety Team conduct an online safety audit and review at least once every academic year.

SENSO is a cloud-based monitoring system that monitors pupil activity on the school Chromebooks. Any misuse of the devices and inappropriate online conduct will be flagged to the online safety team and the DSL. Any inappropriate online behaviour, and related consequences, will be addressed through our 5 stages of behaviour document (Appendix 3). Any safeguarding concerns flagged by SENSO will be logged onto CPOMs as an online safety concern and will be addressed through the school's Safeguarding and Child Protection Policy.

Reporting online concerns:

- Staff must alert the DSL/DDSL and Online Safety Lead about any cases of online abuse, cyber-bullying, or concerns identified through SENSO monitoring, or through any other means
- The Digital Lead and/or Online Safety Lead will report to the DSL and Network Manager
- In cases of illegal content, staff will report to the Network Manager, the DSL, the Digital Lead, and the Principal.

Generative AI
The school recognises the safeguarding, data protection, and ethical risks involved in the educational use of Generative AI (such as ChatGPT, image generators, and deepfake technology).

Our approach includes:

- Staff training on the risks and benefits of Generative AI
- Pupil education on the ethical use of AI and the risks of AI-generated content (including deepfakes)

- Clear acceptable use policies that address AI
- Risk assessments for any planned educational use of AI tools
- Monitoring for misuse of AI to create harmful content (e.g., deepfake images)
- Children are not able to use AI within their lessons

Particular concerns related to AI:

- Creation of deepfake images (AI-generated or altered nudes or semi-nudes)
- Use of AI to impersonate others online
- Plagiarism or cheating using AI tools
- Exposure to age-inappropriate content through AI chatbots

All concerns related to AI misuse must be reported to the DSL immediately via CPOMs.

Removing harmful images:
Staff, children, and families can refer to the Internet Watch Foundation and use the Report Remove tool to request removal of sexual images or videos from the internet: https://www.iwf.org.uk/our-technology/report-remove/

How to report and respond to incidents of Child on Child Abuse

It is essential that any concern around harmful sexual behaviour, sexual violence, sexual harassment, or any form of child-on-child abuse is **always reported to the DSL (Rebecca Pinkney) or DDSLs in her absence** immediately. Staff must follow the school's safeguarding and child protection Policy and procedures for reporting incidents. It is important to note that staff must report any concern as soon as it has been reported or witnessed, even if they don't have a disclosure from a child. Sometimes children never disclose, so waiting for a disclosure is not acting in the child's best interest.

Immediate steps when an incident occurs or is reported:

- **Ensure immediate safety** - Separate children if necessary to prevent further harm
- **Reassure the victim** - Let them know:
    - You believe them
    - They have done the right thing by telling you
    - It is not their fault
    - You will help keep them safe
    - You need to share this information with the DSL to get them the right support
- **Do not investigate** - Your role is to listen and report, not to investigate
- **Record what you have been told** - Use the child's own words where possible; do not lead or ask probing questions

- **Report to the DSL/DDSL immediately** - Do not delay; report the same day via CPOMs or paper referral form if CPOMs is not accessible
- **Preserve any evidence** - Do not delete messages, images, or videos; these may be needed for police investigation. Do not view any material that could be nudes or semi nudes. You could be committing a criminal offence by doing this.

DSL/DDSL response:
Once a report is received, the DSL/DDSL will:

- Log the incident on CPOMs under the appropriate category 'SAFEGUARDING CONCERN FORM (DSL)' and 'Serious inappropriate behaviour - Child on Child Abuse'. Start a detailed Serious Incident Report using Appendix 1
- Speak to the pupil(s) impacted and provide immediate support
- Remove the pupil(s) who instigated the harm to prevent further distress and to speak with them separately
- Gather wishes and feelings from all children involved
- Assess the risk using the Brook Traffic Light Tool (for sexual behaviour) and/or professional judgement
- Decide on next steps, which may include:
    - **Manage internally** - through school-based support and consequences
    - **Refer to Early Help/Family Help** - for additional family support via universal services/targeted Early Help via referral to children's social care
    - **Refer to Children's Social Care** - if a child is at risk of significant harm
    - **Report to the police** - if a criminal offence may have been committed
- Inform parents/carers as soon as possible (unless safeguarding concerns override this)
- Create or update a Risk and Needs Assessment (see Appendix 4) to support all parties
- Implement support and consequences as appropriate
- Arrange mediation or apology if appropriate, so both parties can move forward
- Complete the Serious Incident Report with conclusions and next steps, and update CPOMs

See Appendix 2 for a visual flow diagram of this process.

When to report to the police:

The DSL will report to the police when:

- A criminal offence has been committed (rape, assault by penetration, sexual assault)
- There is a risk of serious harm
- The incident involves weapons, violence, or threats

- The incident involves making or sharing of nudes or semi-nudes (police will assess whether a criminal response is appropriate)

The police will assess whether a criminal investigation is necessary. A police investigation does not mean the school cannot take its own action to safeguard pupils.

Working alongside police investigations:

If the police are involved, the school will:

- Continue to support all pupils involved
- Work with police to understand what information can be shared
- Implement safeguarding measures (such as risk assessments) while investigations are ongoing
- Not wait for the outcome of a police investigation before taking protective action

Consequences for Child-on Child Abuse

Incidents will be dealt with on a case-by-case basis and will be proportionate to the reported concern. The school's response will always be:

- **Proportionate** - matched to the severity and context of the behaviour
- **Considered** - taking into account all relevant factors
- **Supportive** - focused on changing behaviour and supporting all children involved
- **Decided on a case-by-case basis** - recognising that each situation is unique

Factors we consider when deciding on consequences:

- The age and developmental stage of the child who instigated the harm
- The nature and frequency of the alleged incident(s)
- Whether the behaviour was a one-off incident or part of a pattern
- The impact on the victim
- Whether the child understands why their behaviour was wrong
- Whether there are any SEND or other vulnerabilities that affected the child's behaviour
- How to balance consequences alongside education and safeguarding support

Possible consequences may include:

For low-level incidents (e.g., sexist comment, inappropriate joke):

- Immediate verbal challenge and explanation of why the behaviour is unacceptable
- Apology to the person affected (there and then, in front of witnesses)
- Phone call to parents the same day
- Reflection time to think about the impact of their behaviour
- Educational intervention (circle time, PSHE lesson, one-to-one discussion)
- Loss of break or lunchtime

For mid-level incidents (e.g., persistent low-level behaviour, sexual comments, sharing inappropriate content):

- All of the above, plus:
- Written apology letter showing empathy and understanding
- Meeting with Year Leader and parents
- Behaviour support card to monitor improvement
- Targeted intervention (ELSA, social stories, work with CFSO)
- Internal exclusion from break/lunch for a period of time
- Removal from certain activities or areas of school

For serious incidents (e.g., physical sexual behaviour, making or sharing nudes/semi-nudes, sexual assault):

- All appropriate actions from above, plus:
- Internal exclusion (working separately from class under SLT supervision)
- Fixed-term suspension (length dependent on severity)
- Involvement of external agencies (police, social care, SEBDOS)
- Managed move to another school (in very rare cases, with parental agreement)
- Permanent exclusion (only in the most extreme cases where allowing the pupil to remain would seriously harm others)

When consequences may not be appropriate:
In some cases, particularly with very young children or children with SEND, a consequence may not be appropriate or effective. Instead, the focus will be on:

- Education about appropriate behaviour
- Teaching alternative ways to communicate needs
- Therapeutic support to address underlying issues
- Adjustments to the environment or routine
- Close monitoring and support

This approach is particularly relevant for:

- Children in EYFS who are still learning social norms
- Children with autism who may not understand social cues
- Children with communication difficulties
- Children who have experienced trauma
- Children displaying HSB as a result of their own abuse

Balancing consequences with support:
Consequences and support should happen alongside each other, not instead of each other. A child may receive a consequence (e.g., internal exclusion) while also receiving support (e.g., counselling, ELSA sessions) to address the root cause of their behaviour and prevent recurrence.

Use of exclusion:
Exclusion from school will only be used in the most severe cases, for example:

- When the police recommend exclusion following an incident of sexual assault
- When allowing the pupil to remain in school would pose a serious risk to other pupils
- When all other interventions have been exhausted and the behaviour continues

If we decide to exclude a pupil, the decision must be lawful, reasonable, and fair. If we wish to keep a pupil in school following a serious incident, we will put robust mitigations in place to protect other pupils (such as internal exclusion, altered timetable, or constant supervision).

Our focus:
While we will not tolerate harmful behaviour, we will not demonise any child. Our focus is always on:

- Keeping all children safe
- Supporting victims to recover
- Helping those who have harmed others to understand the impact of their actions
- Preventing future incidents through education and support
- Reintegrating children back into the school community when safe to do so

Educating children: Raising the importance of reporting concerns for all child on child abuse
We encourage all children to raise concerns, no matter how small. It is important that all children know that we will**:**

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

- Reporting incidents benefits everyone, including:
- Those impacted by the harm: by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- Those instigating the harm: catching problematic behaviour early can help them avoid criminal offences later in life

Children's Wishes and Feelings
Children's wishes and feelings are taken into account so that they feel valued, informed and supported. It may be requested that the pupil impacted wishes the pupils who instigated the harm to be separated from them. This must be considered for both during school hours and after school clubs. They may or may not want to be in the same class. The school will always listen to the children's wishes and feelings and then the final decision will be made by the school. The best interests for all children involved will be considered in this decision.

Risk and Needs Assessments
A risk and needs assessment may be put in place to support the school, the pupil impacted and the instigator of the harm in going forward after this incident or during any investigation that may occur thereafter. A copy of the risk assessment template can be found in appendix 5.

Support for instigators of harm

Support for instigators of harm must also be provided as research tells us that their behaviour could be a sign that they are too a victim of abuse. Find a safe space for the child to explain why they did, or said what they did. Ensure this is reported to the DSL so that safeguarding concerns can also be explored for this child. Explain why their behaviour was not appropriate, ensure that you condemn their behaviour, not the child. A support plan then needs to be put in place to help the child change their behaviour. This could be through ELSA based intervention, counselling or therapeutic work.

Section 9: Suspensions & Permanent Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using suspension and exclusion as a consequence where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to suspend a pupil must be lawful, reasonable and fair.

We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race and should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Only the Principal or in her absence, Vice Principals can impose a fixed term suspension or permanent exclusion. James Elliman Academy will have a strategy for reintegrating any pupils who return to school following a fixed period suspension, and for managing their future behaviour. All children have a right to an education. James Elliman Academy will take reasonable steps to set and mark work for pupils during the first five school days of suspension and permanent exclusion, and alternative provision must be arranged from the sixth day. If the school does make the decision to suspend or permanently exclude a pupil, we will notify parents, via a meeting with the Principal or deputies, of the period of the suspension or permanent exclusion and the reasons for it.

We will also provide parents with the following information in writing:

- the reasons for the suspension or permanent exclusion;
- the period of a fixed period suspension or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension or permanent exclusion to the Academy Council and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the Academy Council to consider the suspension or permanent exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- Details of reintegration meeting that will take place on the pupils return to school.

Internal Exclusion

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incident. Internal exclusions will be decided and coordinated by a member of SLT. An internal exclusion is different to a time out/reflection in another classroom. An internal exclusion is when the child is excluded from the classroom. The child will be sent with appropriate work to complete in another part of the school. SLT will inform the child's parents and record the incident and steps taken to avoid future such incidents. The child will be monitored and supported by the SLT, including SENDCo.

Behaviour and Conduct Outside of the School Grounds

The school strives to ensure that our students are able to translate our set of behaviour standards outside of the confines of the school gates. We recognise that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives

Principals a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

All non-criminal and bullying behaviour outside of the school gates which is witnessed by a member of staff will initiate a consistent approach which adheres to our agreed set of consequences. A teacher may initiate such consequences when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a pupil at the school;
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of our community.

Section 10: Collective Responsibility

Being a part of a coherent community we must recognise all members have responsibilities which ensure everyone feels they are valued and supported. Children, staff and parents should be aware of the positive impact their actions and comments can have in the smooth running of the Academy.
This is achieved in a number of ways:-

- Good communication between all members, we share in a respectful way any worries or concerns we have.
- We listen to concerns and support in the best way we can or seek out support from others.
- Key messages about respectful conduct and the core values we expect from all members of our academy are shared in assemblies, during circle/reflection time and during PSHE lessons. All members of staff model positive actions; encouraging and praising this when displayed by pupils in their everyday interactions with members of our community.

We have a collective responsibility in creating an environment where everyone feels valued, listened to and supported. This will only be achieved if we work together using a consistent approach; helping and supporting everyone to reach their full potential.

In the case of child on child abuse, children must be made aware that the law is there to protect children, not punish them.

Pupils' responsibilities are to:

- Learn to the best of their abilities and in a way that safeguards and respects the rights of other pupils to do the same.
- Co-operate and comply with adults and pupils in the interests of their own and other children's education and well-being.
- Respond to challenging situations thoughtfully and intelligently with regard to the consequences of their behaviour choices on themselves and others.
- To take care of property and the environment in all areas of the school building and outside in the playgrounds and activity areas.
- To take an active role in being part of the positive provision for behaviour and well-being.

Staff responsibilities are to:

- Understand that behaviour is a response, and an attempt, to communicate a child needs emotional support.
- Take steps to understand the root cause of the behaviour and implement strategies to support the child in overcoming this.
- Fulfil their roles within the school in accordance with National Professional standards and in a way that

safeguards the rights of every member of the Academy Community and earns respect from pupils, parents and colleagues.

- To understand that to help children to regulate their behaviour they must understand their unique set of circumstances and experiences. Most children will face emotionally challenging situations at some point in their development but the way in which these challenges are experienced will be different for every individual. It is the teacher's role to develop this relationship and understand the circumstances that cause the behaviour.
- Model appropriate and desired behaviour in all situations and challenges, using strategies in PHSE programmes.
- Implement school policies, using rewards, agreed rules and consequences, clearly, consistently and fairly, having regard for individual and group needs.
- Collaborate with and develop good relationships and lines of communication with parents and carers, colleagues and outside agencies to ensure appropriate support for individual pupils experiencing behavioural, emotional and social difficulties.
- Plan and teach creative, challenging and interesting approaches to curriculum activities; a teaching and learning environment that ensures excellent learning behaviour; engages and takes account of individual and group needs.
- Apply a graduated response to supporting a child in managing their own behaviour and knowing when to escalate the need for more targeted intervention.

CPD for staff

- Familiarisation of the positive behaviour policy at the start of every academic year by all staff. Team leaders to familiarise any team members who join the school part way through the academic year.
- Senior leadership team to work with the Link Psychologist to develop CPD in positive behaviour management and increase awareness in resilience, secure relationships and self or co-regulation of behaviour when supporting pupils with behaviour, both low level behaviour and more challenging behaviours are used as a way of communicating an emotional need.

Parent/Carer responsibilities are to:

- Support their child to adhere to the school rules by ensuring they follow instructions by school staff, take responsibility for their behaviour and understand the need for a consequence which will contribute to an improvement in behaviour.
- Follow the school's behaviour policy and the disciplinary authority of school staff and ensure that all consequences in line with the behaviour policy are adhered to by children.
- Inform the school of any changes in circumstances that may affect their child's behaviour e.g. SEN (special educational needs) or other personal factors which may result in their child displaying behaviours outside the norm. (a close family member passing away)
- Discuss any behavioural concerns with the class teacher/senior leaders promptly.
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours and to attend a post exclusion meeting with their child at the end of a fixed period exclusion.

Playground behaviour

We understand that behaviour at playtime and lunchtime can be different to behaviour in the classroom, we have provided these guidelines for dealing with behaviour at playtime.

Expectations of adults in the playground

- We need all adults in the playground to be proactive, looking out for any possible incidents and responding

quickly if an incident occurs.

- Always come from a thinking place, asking: 'What's happened?', 'Can you tell me what has happened here', 'One at a time, tell me what has happened…'
- The majority of low level incidents in the playground can be dealt with by adults on duty using timeout/reflection.
- Staff can refer to the Zones of Regulation to help pupils identify and regulate their emotions

During playtimes

- Be watchful at all times - all staff need to be spread around the playground including in blind spots, visiting these areas regularly
- Staff should not be in clusters or engaging in conversations not related to their roles and responsibilities.
- Actively build positive relationships with the children
- Play games and engage with children in each of the activity zones
- Praise positive behaviour seen
- Be proactive in spotting friendship / peer group issues and intervening to prevent these from escalating
- Report any safeguarding concerns to the DSL/DDSL in line with safeguarding and child protection procedures
- Support pupils to regulate using the Zones of Regualtion

Section 11 Responding, Recording and Reporting – For General Behaviour Concerns

Reporting Procedures for Staff

- Level 1 behaviour is not required to be recorded on CPOMS.
- Level 2, 3,4 and 5 must be recorded on CPOMS
- Log general behaviour concerns under 'Behaviour' on CPOMs
- Follow the 5 steps of behaviour document for a graduated response to unwanted or inappropriate behaviour
- Year Leaders will respond to general behaviour concerns and will update their involvement and outcomes on CPOMs

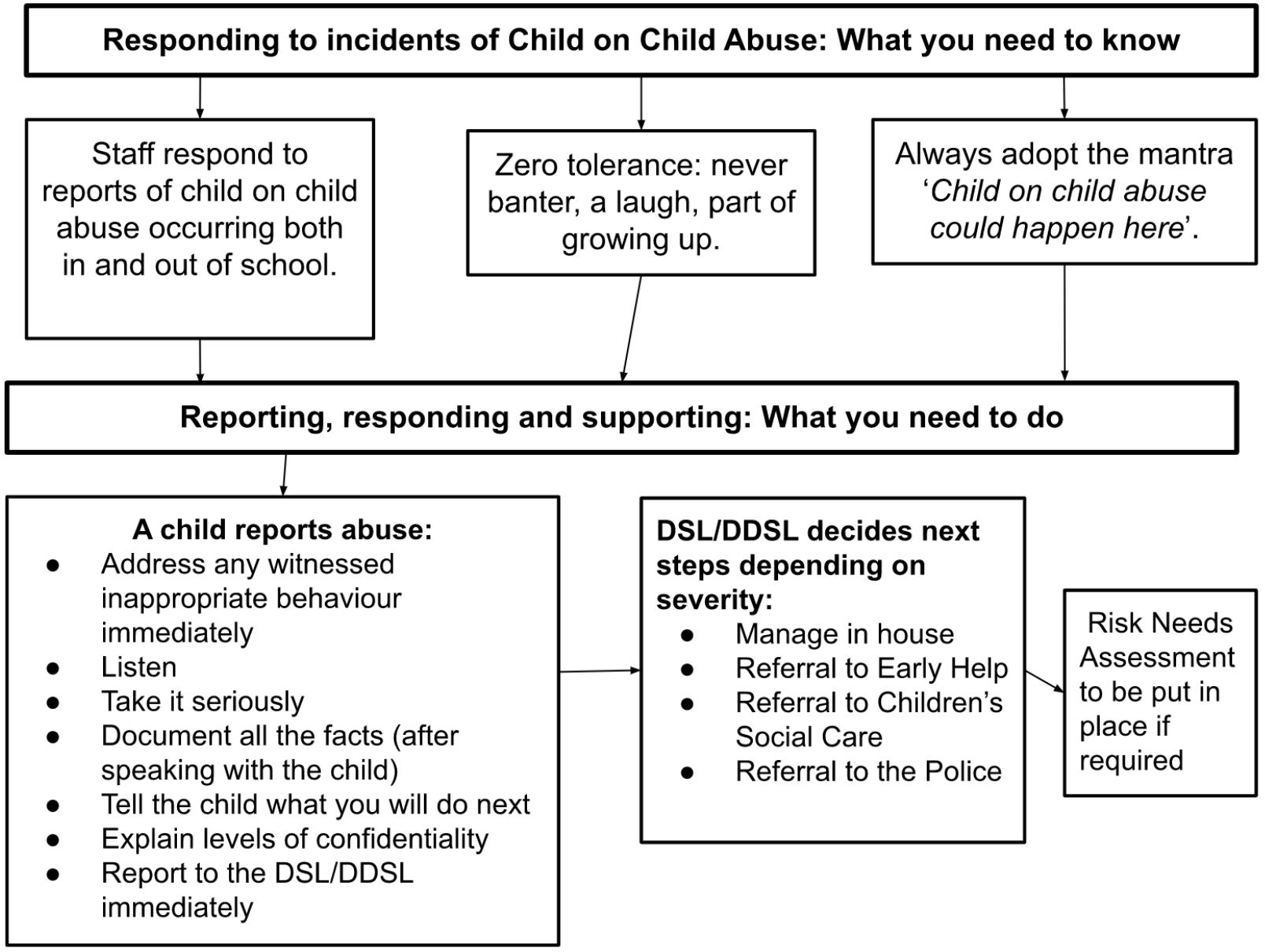
Reporting Procedures for Children

- Speak to class teacher or trusted adult.
- Write a note in the worry box.
- Write a note in the red pupil post box outside Child and Family Support Officer's room.
- Speak to DSL or safeguarding team.
- Speak to a mental health champion.
- Speak to a trusted family member or adult and ask them to report on their behalf.
- Speak to a friend, school councillor or Wellbeing Buddy and ask them to support them with reporting to an adult.
- Speak to the Digital Lead, Online Safety Lead and DSL about cases of child-on-child abuse
- If a child feels they cannot speak to any of these people, they can call Child Line on 0800 1111.
- Children and families can refer to the Internet Watch Foundation and use the report remove tool to take down any sexualised pictures or videos. https://www.iwf.org.uk/our-technology/report-remove/

Appendix 1: Serious Incident Form/Investigation Report

James Elliman Academy: Serious Incident Form/Investigation Report	
Name / Incident	**Serious Accident/Bullying/Racial Abuse/Parental Complaint/Other (please state)** **Concerning behaviour** **CoC abuse**
Date / Time / Location	
Timeline of Events	
Summary / Next Steps Decisions/ Reasons for Decisions/ Outcomes	

Appendix 2: Flow diagram for Responding to incidents of Child on Child Abuse

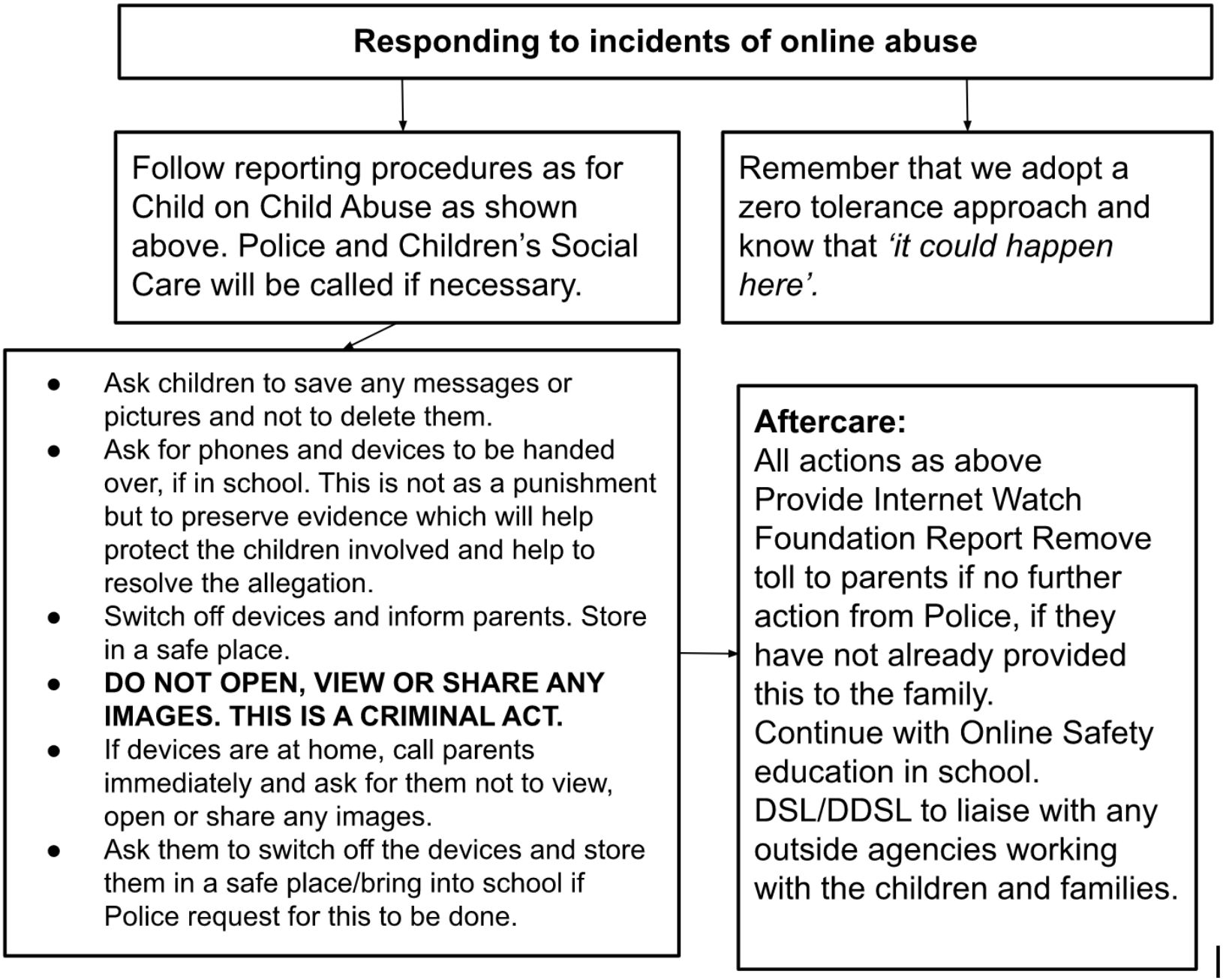


Staff Actions Following a Referral

Support for victim/s

Support for perpetrator/s

- Daily check ins with Vice Principal and Principal
- Refer to mental health champions for future check ins
- Follow the Positive Behaviour Policy
- Serious incident record completed and logged on CPOMs with decisions, reasons for decisions, outcomes and actions
- Risk needs assessment created and shared with appropriate staff.
- Review risk needs assessment regularly, or after any new incident
- Plan any class or lessons moves if required
- Liaise with Lunchtime Supervisors if required
- Keep parents/carers updated
- Plan any steps for safety
- Plan educational opportunities that will result from the incident e.g referrals to outside agencies, workshops, guest speakers


Responding to incidents of online abuse
Follow reporting procedures as for Child on Child Abuse as shown above. Police and Children's Social Care will be called if necessary.
Remember that we adopt a zero tolerance approach and know that 'it could happen here'.
Ask children to save any messages or pictures and not to delete them.
Ask for phones and devices to be handed over, if in school. This is not as a punishment but to preserve evidence which will help protect the children involved and help to resolve the allegation.
Switch off devices and inform parents. Store in a safe place.
DO NOT OPEN, VIEW OR SHARE ANY IMAGES. THIS IS A CRIMINAL ACT.
If devices are at home, call parents immediately and ask for them not to view, open or share any images.
Ask them to switch off the devices and store them in a safe place/bring into school if Police request for this to be done.
Aftercare:
All actions as above
Provide Internet Watch Foundation Report Remove toll to parents if no further action from Police, if they have not already provided this to the family.
Continue with Online Safety education in school.
DSL/DDSL to liaise with any outside agencies working with the children and families.

Appendix 3: JEA 5 Stages of Behaviour Sanctions and Next Steps for Children.

James Elliman Academy: Behaviour Consequences and Next Steps

Stage	Behaviour	Consequence/Reflection	Strategies for Support/ Next Steps
1 **Low-Level Disruption Teacher (Not recorded beyond classroom)** **Class Teacher with the support of Year leader if needed**	▪ Inappropriate moving in class. ▪ Disruption in lessons, such as calling out and interrupting. ▪ Making silly noises, faces or unnecessary talking. ▪ Pushing in line. ▪ Running indoors. ▪ Disrupting others when transitioning around the school. ▪ Shouting indoors. ▪ Poor attitude and lack of focus in lessons that disrupts own learning. ▪ Incorrect uniform	▪ Give a first verbal warning. ▪ Give a second verbal warning. ▪ Time to discuss and reflect ▪ Use visuals for children in EYFS/Nursery and children with additional needs ▪ Incorrect uniform slip sent home	▪ This does not need to be recorded on CPOMs ▪ Eye contact ▪ Catch them being good/praise positive choices ▪ Reference to class rules. ▪ Provide consistent reminders of your high expectations. ▪ Check suitability of work; too hard; too easy; support materials; understands SC/instructions ▪ Praise other children around them to give highlight correct behaviour. ▪ Offer indirect praise for children who do not accept praise well. ▪ Informal conversation with parents after school ▪ Provide opportunities for child to redeem themselves. Recognise and praise this. ▪ PPG to support elidable children with uniform and second hand uniform shop
2 **Mid-Level Behaviour** **Year Leader (Record on CPOMs)**	▪ Deliberate rule breaking despite level 1 strategies being implemented ▪ Taking other pupils' things without ▪ permission; ▪ More regular disruption in class, ▪ impacting on other pupils' learning time ▪ Poor attitude and uncooperative behaviour, such as refusing to work or homework ▪ Answering back to an adult. ▪ Off-hand or disrespectful comments to staff or children. ▪ Leaving class without permission. ▪ Persistent time wasting. ▪ Name calling. ▪ Deliberately embarrassing another child. ▪ Disrespecting personal space and privacy. ▪ Poor break and lunchtime behaviour e.g., rough play, causing injury, not listening to lunchtime supervisors, not following procedures for lining up, coming into the building without permission, deliberately upsetting other children. ▪ Using a mobile phone/devices or smart watches during the school day. ▪ SENSO alert showing inappropriate conduct online.	▪ Lose whole of break time or 15 minutes of lunchtime. ▪ Apology made in child's preferred choice e.g. picture, letter, verbally. ▪ Child to explain to teacher how they will change their behaviour to prevent a repeat of the behaviour. ▪ Pupil sent to Year Leader's class if behaviour is repeated again. ▪ Whole class discussion on reminders about personal space and safe play. ▪ Completion of work outside lessons ▪ Confiscation of mobile phone/devices or smart watches and collected at the end of the day. Future ban on bringing these items to school if required. ▪ Personalised consequence or approach for pupils with SEND, in line with their diagnosis, capabilities and needs. ▪ Pupil spoken to about online conduct and made aware that if this continues their Chromebook will be confiscated.	▪ Continue with strategies from level 1 ▪ Inform Lunchtime Assistants, HLTA's, PPA teachers and supply teachers. ▪ Formal conversation between Year Leader, Teacher and parents after school or via phone to establish any reasons for the change in behaviour choices. Explore behaviour at home. ▪ This needs to be recorded on CPOMs ▪ Behaviour support card issued after second warning – parents informed. Review after one week. ▪ Social story to help children with additional needs understand their behaviour. ▪ Provide opportunities for child to redeem themselves. Recognise and praise this. ▪ Mobile phones are to be handed in at the school office at the start of the day and collected at the end of the day. ▪ Smart watches, video games and tablets are not allowed in school. ▪ Consult SENDCo and specialist professionals for advice. Consider behaviour traits that may be out of a child's control and linked to their diagnosis or need. This may require additional support and a consequence appropriate to their need or level of understanding. ▪ Continue with education on online safety and appropriate online conduct.
3 **High-Level Behaviour** **Year leaders with the support of VP**	▪ Deliberately hurting others, verbally, physically, in person or online. ▪ Bullying/cyber-bullying (child on child abuse), in or out of school ▪ Vandalism - Deliberately damaging school/pupil's property. ▪ **Harmful Sexual Behaviour**, Sexual harassment, online, offline as well as physically, e.g. violating a child's dignity, feeling intimidated, degraded, humiliated.	▪ Internal break time exclusion & lunchtime exclusion with YL. ▪ Formal meeting between YL, Teacher and parents/carers. ▪ Apology made in child's preferred choice e.g. picture, letter, verbally. ▪ Child to explain to teacher how they will change their behaviour to prevent a	▪ Record on CPOMS with reasons for consequences given. Select serious inappropriate behaviour in cases of suspected child on child abuse. ▪ Formal meeting with all parents involved (Victim and perpetrator) ▪ YL to gather wishes and feelings from all children involved, and involve them in the decision making of what happens next. ▪ Provide support for all children involved.

(Recorded in CPOMs)	▪ Repeatedly leaving class without permission. ▪ Repeated refusal to co-operate. ▪ Repeated challenge to authority. ▪ Aggressive physical behaviour towards children and adults. ▪ Repeated unacceptable language or swearing ▪ Derogatory language or discriminatory bullying aimed at diverse groups e.g. gender, race, age, disability, ethnicity, **medical conditions,** sexuality **and towards those who are experiencing social transitioning** ▪ Smoking and or vaping ▪ **Persistent breaches of the mobile phone policy** ▪ **Persistent inappropriate behaviour on Chromebooks alerted by SENSO**	repeat of the behaviour.	Provide mental health champion check ins for victim and work with perpetrator to educate them and reduce the risk of repeating the behaviour. ▪ Social story to help children with additional needs understand their behaviour. ▪ Behaviour support card issued – parents informed. Review after two weeks. ▪ Liaise with SENDCo to create or update a risk assessment/ Positive handling plan where a child could be at risk of harm to self or others. ▪ DSL/DDSL to decide if behaviour can be managed within the school or needs to be referred to Early Help/SEBDOS. ▪ In cases of **harmful sexual behaviour,** sexual harassment, Safeguarding team to decide actions and document decisions, reasons for decisions and outcomes. Decisions could be: 1 Manage internally or 2. Early Help. **3. Social care** ▪ Liaise with DSL to utilise the Brook Traffic Light Tool for harmful sexual behaviours. ▪ Provide opportunities for child to redeem themselves. Recognise and praise this. ▪ **Provide educational opportunities to support pupils change inappropriate behaviours** ▪ In cases of smoking and vaping seek support from Slough Children's Services/Early Help or School Nurse ▪ **School to meet with parents/carers over persistent breaches of mobile phone policy and discuss alternatives to bringing a mobile phone to school.** ▪ **Confiscation of Chromebook and learning continues through alternative means.**
4 **Very Serious Behaviour** **VPs with the support of the Principal (Recorded in CPOMs)**	▪ Repeatedly leaving classroom without permission or in defiance of class teacher's instructions, despite support being put in place at level 3. ▪ Repeated behaviour that is clearly impacting on other children's well-being and learning. ▪ Fighting and intentional physical harm to other children. ▪ Throwing any object as a weapon to intentionally hurt others. ▪ Verbal abuse to staff and pupils. ▪ Theft and vandalism. ▪ Serious challenge to authority. ▪ Persistent bullying. ▪ Child on child abuse – use of sexual violence and persistent harmful sexual behaviour, sexual harassment, sexualised comments, sexual stories, lewd comments, sexual jokes, deliberate physical sexual behaviour such as brushing past or touching clothes, displaying pictures, phots or drawings of a sexual nature, youth produced sexual imagery, online sexual harassment. ▪ Racist, sexist, homophobic and discriminatory language or bullying behaviour towards others with a disability, medical conditions, LGBT or those making social transitions ▪ Possession of prohibited or banned items	▪ Spoken to by VP ▪ Internal exclusion. ▪ Formal meeting between Principal and parents/carers – followed up in a written letter ▪ Apology made in child's preferred choice e.g. picture, letter, verbally. ▪ Child to explain to teacher how they will change their behaviour to prevent a repeat of the behaviour	▪ Arrange meetings with parents VP/SENDCo and DSL to attend. ▪ Behaviour incident report made out; sent to SENDCo/VP for Inclusion via CPOMs. ▪ Behaviour support card/social story continued. ▪ SENDCo/VP/DSL to seek Parents'/carers' permission to refer to outside agencies: Early Help, SEBDOS, SAFE! Youth Justice Team, MHST, CAMHS, Getting Help Team and/or Behaviour Panel/Slough SEND for urgent annual review for pupils with EHCP. ▪ Place pupil on SEND register as SEMH if not already on SEN register. ▪ For children who are not aware of their actions due to high needs SEND, review risk assessment, provision and school timetable. Consult specialist working with the child for advice. ▪ SENDCo convene a solution circle. ▪ SENDCo to create or update a risk assessment/ Positive handling plan where a child could be at risk of harm to self or others. ▪ Two members of staff to manage cases of harmful sexual behaviour and sexual harassment. Safeguarding team to decide actions and document decisions, reasons for decisions and outcomes. Decisions could be:

	▪ Sharing of nudes or semi nudes or serious bullying behaviour through the use of generative AI.		1 Manage internally, 2. Early Help, Referral to local authority children's 4. Social care, or 5. Police referral ▪ Risk needs assessment created or updated and reviewed regularly. ▪ Liaise with DSL to utilise the Brook Traffic Light Tool for harmful sexual behaviour. ▪ Provide opportunities for child to redeem themselves. Recognise and praise this. ▪ Provide educational opportunities to support pupils change inappropriate behaviours ▪ Refer to guidance on searching, screening and confiscation for possession of prohibited or banned items in Safeguarding and Child Protection Policy and DfE Guidance
5 **Extremely Serious Behaviour** **Principal and VPs (Recorded on CPOMs and in Pupil Record)**	▪ Behaviour clearly dangerous to self or other members of the school. ▪ Complete rejection of authority. ▪ Serious verbal/ physical abuse to any staff member or pupil. Including racist, sexist, homophobic and discriminatory language or behaviour towards others related to medical conditions, LGBT or those making social transitions ▪ Running out of school grounds. ▪ Serious damage or vandalism to school, staff or pupil property. ▪ Serious or persistent harmful sexual behaviour, sexual harassment or sexual violence ▪ Possession of prohibited or banned items ▪ Threats to harm another person including the use of a weapon ▪ Persistent sharing of nudes or semi nudes or serious bullying behaviour through the use of generative AI. ▪ Suspected criminal behaviour	▪ Suspension in line with suspension guidance ▪ Formal meeting between Principal/DSL/DDSL and parents/Carers. ▪ Consequences for criminal behaviour must not conflict with Police action	▪ Referral to Behaviour Panel to be made if continued exclusions are likely. ▪ Suspension/Exclusions policy to be followed. ▪ Behaviour pertaining to lunchtime will result in exclusion at lunchtime only. ▪ Return to school planned through a part- time or reduced attendance, if appropriate. ▪ Full-time ~~Learning Mentor/~~TA support for defined period of return to school. Link to mental health champion for support. ▪ Principal/Vice Principal will set up a return to school meeting with parents/carers. ▪ Academy Councillors will be informed of situation; strategies and provision that school have implemented and decisions made in respect of this pupil's placement. ▪ Referral to external support agencies. ▪ Two members of staff to manage cases of harmful sexual behaviour, sexual harassment/ sexual violence. Safeguarding team to decide actions and document decisions, reasons for decisions and outcomes. Decisions could be: ▪ Referral to local authority children's social care, or Police referral ▪ Risk needs assessment created or updated and reviewed regularly. ▪ Reintegration meeting following return to school. ▪ Provide opportunities for child to redeem themselves. ▪ Provide educational opportunities to support pupils change ▪ Refer to guidance on searching, screening and confiscation for possession of prohibited or banned items in Safeguarding and Child Protection Policy and DfE Guidance ▪ In reference to suspected criminal behaviour Principal / SLT / DSL consider whether to report incident to the police or Children's Social Care, establish the facts, preserve any relevant evidence and hand over to the Police.

*This poster is a summary of the five stages model for managing behaviour expectations in school. For further detail please refer to the Behaviour Policy.

Appendix 4: Risk Assessment for Sexual Violence and Sexual harassment in school

Area of risk	Considerations	Child A	Child B	Notes	Actions
Details of the incident **(views of both children and any witnesses)**					
Social risks					
Physical risks					
Environmental risks					

Date	Updates made	Reasons for updates	Updates made by