



Penn Fields School

Relational Behaviour Policy

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Introduction

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children and young people should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and enjoyable environment. We all work for our school to be a place where all children and young people enjoy their educational journey. Penn Fields School adopts a relationship-based, restorative approach to understanding behaviour as an alternative to traditional behaviourist approaches, shown to be limited in their effectiveness when used in isolation (EIF 2019)

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting children and young people with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

NB The LG have declared non-support for previous punitive legislation.

Key premises of our approach

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. *"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress"* (from Colebourne Primary School's Behaviour Policy)
- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, children and young people and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

- Maintaining clear boundaries and expectations, which are:
 - We care for ourselves.
 - We care for each other.
 - We care for the environment.

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children and young people feel safe, their educational environment needs to be high in both nurture and structure. Our children and young people need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Natural Outcomes that follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children and young people from their peers, school community and family, leading to potentially more negative behaviour.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children and young people are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children and young people's SEMH needs. *"The parent-child connection is the most powerful mental health intervention known to (hu)mankind"* (Bessel van der Kolk.)

Penn Fields School's approach to behavioural and emotional regulation

We believe that we promote and support self-regulation by creating a happy, safe, inclusive and caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We actively encourage our children and young people to share their views and contribute to the continuous improvements of our school.

We consider that behaviours which challenge always happen for a reason and may be the only way a child or young person can communicate. Such behaviours can arise for different reasons which are personal to the individual. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our children and young people, some with complex needs.

We encourage and support our children and young people to achieve in a learning environment where self-regulation of behaviour and emotions is promoted, and children and young people are taught the skills to achieve this. We believe children and young people will achieve their full potential in a happy, stimulating and ordered school environment.

We wish to work closely with our children and young people through the Student Council and we strive to hear the views and opinions of all children and young people. A range of strategies is used to elicit 'child or young person voice', to both hear children and young people's views and make certain that all, including those who are particularly vulnerable, are supported in their communication and heard by adults, and are involved in decision making (Article 12 of the United Nations Convention on the Rights of the Child: children and young people should be encouraged to form and to express their views).

Our approach to behavioural and emotional regulation incorporates three key ideas of the relationship-based approach to inclusion philosophy:

1. **Unmet Need:** Challenging behaviour communicates an unmet need. Therefore, to change behaviour, we must respond to the unmet need.
2. **Individual influences:** Child or young person's behaviour cannot be fully understood in isolation, without considering their individual influences including their life experiences, protective factors and traumas.
3. **Relationship-based, restorative approaches** offer an evidence-based alternative to zero-tolerance behaviour management systems.

Aims of this policy

We aim to:

- Provide an inclusive, safe and positive environment in which children and young people can learn;
- Understand that full capacity for self-regulation is an adult skill and therefore, all children and young people need coregulation from calm and regulated adults;
- Ensure all children and young people develop personal confidence and have a voice that will be listened to;
- Ensure children and young people develop personal resilience and understanding that difficulties can be overcome with the right solutions;
- Support children and young people to develop skills in behavioural and emotional self-regulation through coregulation and emotional literacy;
- Understand that often behaviour can be a form of communication which indicates an underlying need or difficulty. In responding to the behaviour of children and young people we aim to identify these needs so that appropriate provision can be planned and children and young people can be equipped with the skills necessary to develop behaviour for learning;
- Link behaviour and emotional states to readiness for learning and ensure that children and young people understand this link and can self-regulate;
- Engage children and young people in a consistent dialogue from all members of staff with regards to behaviour;
- Provide individualised approaches to behaviour if and when required by children and young people with more complex needs;
- Create and maintain a positive and safe school climate where effective learning can take place and all children and young people can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment

Our School Community will

- Apply the guidance contained in this policy;
- Engage children and young people in discussions about behavioural and emotional regulation using coregulation, emotion coaching and social cognition approaches as appropriate;
- Report significant incidents to the senior leadership team and record them on CPoms;
- Take responsibility for the behavioural and emotional responses of children and young people and take appropriate action;
- Promote positive behaviour through being good role models;
- Tackle any form of bullying in line with our anti-bullying child protection policies;
- Actively promote an inclusive ethos throughout school;
- Seek support, if unsure, from key members of staff with expertise such as Senior Leaders, the Student Engagement Team, or our designated Mental Health First Aider;
- Adopt child-centred approaches by listening to children and young people and considering their perspectives. These will include commitment to Attachment- and Trauma-Sensitive approaches

Key understanding that is shared by all staff (the foundation stones of supporting social and emotional development)

Basic physiological and emotional needs (Maslow's Hierarchy) must be met before a child feels safe enough to relax, play and learn.	Particularly vulnerable children and young people (e.g. SEN/CYICP) may not behave in line with chronological age and observed behaviour indicates the child's developmental stage.	If children and young people have no other option, they will quickly move into flight/fight/freeze or flop mode, and this is the only option available to them in this moment.	Adult communication with children and young people is key to raising self-esteem.
Prosocial behaviour and emotional regulation need to be explicitly taught across school.	All staff need to consistently demonstrate that they care and can be trusted.	Children and young people are best supported through strong staff and parent connections.	ALL children and young people are vulnerable and a distinction is made between 'vulnerable' and 'particularly vulnerable'.
All staff need to be well regulated in order to provide coregulation; raised voices, angry faces and body language create fear, shame and stress.	Strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated.	Acknowledging and taking responsibility for actions can only be done when we are in a calm state, whatever our age.	Children and young people may not be able to read social cues or deal with strong emotions without adult support.
Our relationships with children and young people involve an unequal distribution of power and responsibility, and therefore, the adult is responsible for connection, attunement, boundaries and navigation.	When a pupil has maladaptive ('challenging') reactions, the cause of the problem does not lie with the pupil, but is a product of the interaction between the adult or environment and child.	Regardless of causal factors, the adult's responsibility is to create an optimal learning environment for each and every child.	Building a threat-free, safe environment where adults are in charge and take full responsibility, thus children and young people are free from the burden of having to keep themselves physically and emotionally safe.

Classroom management of behavioural and emotional regulation

Children and young people are explicitly taught to recognise their state of emotion and link these emotional states to their readiness to learn. Furthermore, all children and young people are taught to apply different strategies in order to regulate their emotions, when needed, so that they are enabled to learn effectively and maintain good mental well-being.

We encourage all staff to reflect on what may be the underlying issues that drive or trigger unwanted behaviours in children and young people, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way. We recognise this can be very difficult and the

Student or young person Engagement Team (SET) and Senior Leadership Team (SLT) are available to support. Any specific arrangements for individual children and young people will be agreed in collaboration with the SET and SLT.

Occasionally, the behaviour of children and young people may escalate and become unsafe within school. Children and young people with this level of behaviour will require the involvement of the SET who will coordinate an individualised response to behaviour through risk assessment, Regulation Support Plans. Persistent or severely unsafe behaviour may lead to implementation of exclusion procedures, but this is only as a last resort where all avenues of support have been exhausted.

Specific guidelines to managing sexualised behaviour within our approach to behaviour and in line with KCSIE can be found in Appendix A.

Specific guidelines to managing discriminatory language can be found in Appendix B.

Roles and responsibilities of all staff

- Maintain clear and consistent boundaries with all children and young people. Some children and young people will require individualised approaches due to underlying additional needs and these will be determined in discussion SET and SLT;
- Be a role model for positive communication, kindness, relationships and confidence;
- Actively build trust and rapport. Adults should listen respectfully to the child or young person and make a judgement about how/when to respond.
- Maintain a calm and purposeful learning environment;
- Take responsibility for the behaviour of all children and young people around school, including during lunch and playtimes and deal appropriately with any incidents that occur;
- Monitor the behaviour of all children and young people in class and report any significant incidents or concerns using the CPoms system via the safeguarding procedures in place;
- Monitor the impact of additional interventions and outside agency involvement on children and young people in class and how it affects their readiness to learn;
- Use the language of Connection Before Correction; emotion coaching and social cognition to discuss behaviour for learning with children and young people, encouraging them to reflect on how they can learn successfully and the support they need to do so;
- Ensure that positive recognition is distributed regularly and inclusively;
- Use social recognition, gratitude and connection to reinforce wanted behaviours;
- Where children and young people have a significant level of social, emotional or mental health needs, staff adhere to the guidance of any risk assessments or outside agency advice that is collated and shared by the Student Engagement Team (SET);
- Staff should seek advice from Student Engagement Team (SET) and Senior Leadership Team (SLT) at the earliest opportunity if lack of engagement with learning becomes a concern and further action may be required.

The role of Senior Leaders

- To monitor the impact of this policy and review when required;
- Report on the effectiveness of this policy to Governors;
- Ensure staff access appropriate training and/or coaching regularly;
- Regularly discuss behaviour as part of the weekly safeguarding review meetings;
- Monitor any behaviour which may be causing concern across the school and take appropriate action to ensure that any impact on learning is minimised;
- Engage with families through child-centred planning approaches whereby the needs of the child or young person are placed at the centre of all decisions made;
- The SET coordinate any outside agency involvement which may be appropriate in meeting additional needs;
- Monitor child or young person responses to this policy through the recording of significant incidents and analyse the impact on different groups of children and young people to ensure that no specific group is unduly disadvantaged.

Role of Governing Body

- Delegating powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- Ensuring a high standard of provision throughout school;
- Scrutinising data presented to the Governing Body regarding behaviour and safeguarding;
- Ensuring the school policies and practices comply with the SEN code of practice;
- Ensuring that the school complies with all equalities legislation;
- Ensuring that funding is in place to support this policy;
- Ensuring that this policy and all policies are maintained and updated regularly;
- Ensuring that all policies are made available to parents and carers;
- Ensuring that effective implementation, monitoring and evaluation of this policy takes place.

Core values

There is a whole school strategy in place for recognising the efforts of children and young people to demonstrate the core values, this takes place through various developmentally appropriate methods such as awards, custom stickers and postcards home.

Our core values are as follows:

- **Trust & Safety**

We prioritise both physical and emotional safety.

We aim to build trust and safety in all our relationships.

We aim to increase feelings of safety and trust and decrease feelings of threat and danger.

We aim to make all our interactions 'therapeutic' through compassion, kindness and empathy.

- **Empowerment**

We ensure that our children, young people and adults are central to how we design, deliver, implement, evaluate and develop everything we do.

We make every effort to validate concerns and feelings of everyone in our community.

We aim to listen to what someone wants and/or need.

We support children, young people and adults to make decisions and take action.

- **Cooperation**

We want everyone to learn and succeed, and this requires us to work together, compromise, and share, in order to succeed.

Education is not something we 'do' to the children and young people, but a process of partnership, reciprocity, inclusion, equality, mutuality and ownership.

- **Acceptance**

There are no outsiders in our school.

Everyone is welcomed and included regardless of gender, sexual orientation, age, religion, disability, geography, race or ethnicity.

We encourage people to embrace their true selves and share their uniqueness with the world.

- **Connection**

Relationships are at the heart and centre of our school.

We understand that all our other values depend upon our connections to one another.

We aim to promote, strengthen, honour and support healthy relationships across our school community.

When there is conflict in relationships, we aim to be peacemakers, avoiding blaming or shaming and using restorative approaches.

Our core values express our expectations to our children, young people and adults and make all aware of what we aim to achieve, morally, relationally and academically. While we identify our values separately, it is important to think of them as parts of the same whole as they are all interlinked. By teaching and consistently modelling our values, we support the holistic development of each child and young person. Our values apply to every child, young person and adult in our school community.

Natural Outcomes

Staff members are committed to positive recognition for what children and young people *can do* and for the individual steps each child or young person makes.

We actively encourage and support children and young people to know the right thing to do by maintaining boundaries and staff are expected to be kind, clear, calm and consistent in their approach.

Staff should use specific descriptive praise and gratitude when children and young people demonstrate self-regulation and prosocial behaviour:

“I liked that you asked for a break when you needed it. Thank you”

“I noticed you were being a good friend by helping Sam. Thank you”

“Thank you for coming back to your work so quickly. I can see that you are trying even when it’s difficult.”

Natural Outcomes - Incentives

Acknowledging positive behaviour is effective only when children and young people understand when and why they are being given it and that all staff apply this consistently.

Incentives should be relational in nature, and three-dimensional if possible (not screen-based, but interactive and physical/sensory). e.g. playing a game with an adult; having hot chocolate with an adult or peer; helping an adult to do a task; choosing a peer to play/do a chosen activity with; working with younger children.

Examples of incentives

- Relational activities, as above;
- Verbal acknowledgement of good behaviour through gratitude, e.g. ‘Thanks for holding that door for the class. I felt proud that you were so respectful.’ rather than non-descriptive praise, e.g. ‘Good job!’
- Special mention in school – Recognition/Thumbs Up board;
- Positive messages communicated to parents and carers e.g. postcard; text message, email;
- Individual reinforcement such as a visit to another member of staff to celebrate;
- Responsibilities around the school e.g. helping lower school breakfast club;
- More subtle forms of praise and gratitude for pupils who find overt praise difficult to accept;
- Recognising and celebrating achievements whilst in and out of school;
- Spontaneous public recognition in class and around school ‘Stop everybody! Great work here from Cody!’

Natural Outcomes – responses to behavioural and emotional dysregulation

Although actions do have consequences, children and young people are not always acting out of choice, they are sometimes engaging in survival behaviours that are mediated by unconscious processes. Therefore, caution should be used with the word ‘choice’.

A ‘Connection before Correction’ approach is used, within a Restorative framework so the priority is always on repairing the relationship and establishing emotional safety. A natural outcome is only effective if children and young people are clear about why it has been given and that it is given after they have a chance to reflect on their behaviour when they are in a calm state.

Outcomes never involve taking away a previously earned privilege or any intervention time.

Approaches such as 'Good to be Green', Traffic Lights, Cloud and Sunshine, Smiley/Frowny faces, Report Cards are detrimental to children and young people's self-esteem and wellbeing, and can result in increased survival behaviour, so we do not use these approaches in our school. Staff avoid any action which leads to shaming or humiliation of a pupil. Only the adult who is involved in the event will comment.

The developmental stage and specific needs of the child or young person will be considered when deciding an appropriate outcomes, as will the child or young person's physical and emotional state at the time. A 'one size fits all' approach is not appropriate and this should be kept in mind when deciding upon an appropriate natural outcome, as outlined below.

We use the Three Rs approach:

- **REGULATE** - help the child to regulate & calm their flight/fight/freeze responses, by using soothing but limited language, a safe space to go, stepping back and allowing them time to process, making sure they are comfortable in their body.
- **RELATE** - we need to connect with and relate to the child through using a calm, sensitive dialogue, acknowledging how they feel and how that is hard for them. Offer a relational activity like a game of cards or Connect 4, a story or enjoying a snack together.
- **REASON** - we can support the child to reflect, learn, remember, articulate and self-regulate their emotions by teaching them the language of emotions, strategies for regulating them, using stories to explore emotions and remind them of their safe places and safe people. This supportive conversation takes place as soon as possible, focusing first on the child or young person's own feelings (physical and emotional). Then, and only if the child or young person is developmentally mature enough, move to discuss how the other child or young person/person may have felt. A restorative approach is always used.

Outcomes are responsive to the needs of the child or young person rather than punishing or isolating, e.g. a child or young person who repeatedly experiences difficulties on the playground does not play out with other children and young people but does an alternative PLEASURABLE activity with an adult.

Natural outcomes include *making up time for lost learning* and *reflection time*, where the lens is upon the child or young person's own bodily and emotional state and *reparation time*, where the person that has been affected by the child or young person's action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. build her a Lego model, offer her a drink or snack, make her a card. In all of these, the child or young person should be supported and encouraged by a regulated and empathic adult.

If the context is repeatedly problematic, e.g. assembly, playtime, the child or young person works with adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. As above, the child or young person is given alternative, PLEASURABLE activity, supported by adult. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child or young person.

Children and young people are never forced to say sorry.

Before, during and after a child completes lost learning or reflection or reparation, it is important to repair and restore the staff-child or young person relationship if this is necessary. Staff show recognition and express gratitude for the child or young person's behaviour at the first opportunity to shift attention in a positive way.

Examples of Natural Outcomes

Behaviour	Natural Outcome
Child or young person disrupts activity or behaves in a way that makes other children and young people feel unsafe.	• accesses den or calm place withing the classroom. • has a break or exit. • is guided to their 'safe place' to help with self - regulation • is supported by an adult to reflect. • apologises, if they want to, for their specific actions and carries on with the activity.

This helps individual children and young people develop an understanding of actions when a rupture has occurred.

We recognise play as a right under the UN Convention (Articles 31, 12 and 15) so play/breaktime will not removed or shortened as an outcome.

Restorative discussion may follow sometime after an event, when the child or young person is regulated and able to reflect upon their behaviour. Outcomes will never involve taking away a previously earned reward.

Where appropriate, children and young people will be supported to reflect and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

When discussing behaviours/reactions we refer to the health and safety and the impact the situation may have had on all involved or nearby.

After discussion with a child or young person it is important to repair and move attention away from the unwanted behaviour. Staff reassure the child or young person that the dysregulation has been dealt with and that all parties will move on and start afresh.

A physical interventions policy is in place to provide staff with the correct guidance with regards to the use of reasonable force. Members of staff are only expected to use reasonable force in exceptional circumstances where not to do so would place any child or young person at risk of significant harm.

Other outcomes may include:

- Cautionary advice
- Educational intervention
- Discussion with parents/carers
- Involvement of social care/police
- Enhanced supervision
- Restrictions on movements within the school
- Suspension
- Exclusion

Suspensions

In circumstances where the behaviour of individual children and young people place others at risk of harm then suspension procedures may be implemented. The DSL and Co Headteacher fact-find to inform decisions about the next course of action in order to provide an individualised programme of support. The guidelines of Wolverhampton City Council are followed.

Permanent Exclusions and alternative provisions

In exceptional circumstances, when the behaviour of individual children and young people place others at risk of harm then exclusion procedures may be implemented when all other avenues have been exhausted; however, further action is always taken to ensure that plans are in place to meet the needs of these individual children and young people. School also works closely with the Social Inclusion service at Wolverhampton City Council in order to plan appropriate arrangements for children and young people who require alternative provision to reduce the risk of permanent exclusion.

Staff training

Staff have accessed training on self-regulation and trauma- and attachment-sensitive approaches, which equips them to work with the requirements of this policy.

Use of reasonable force

All members of school staff have a legal power to use reasonable force. This includes the power to search for prohibited items identified in the DfE 'Use of Reasonable Force' Guidance. The school's policy is to follow this guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Searching, Screening and Confiscation

The school follows the Searching, Screening and Confiscation Advice for Schools July 2022. The school's policy is to follow this guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Child or young person support systems

We implement a wide range of support systems for children and young people who are having difficulty in achieving successful behaviour for learning. We use the Student Engagement Pathway, which is a model of scaffolded support to enable children and young people to achieve behavioural and emotional regulation.

Children and young people are encouraged to talk about significant incidents so that solutions can be found which prevent high emotional reactions. In doing so we aim to ensure that children and young people maintain positive relationships and develop a range of strategies to deal with a range of situations.

In class, teaching and learning approaches maintain reflective strategies so that children and young people developing an understanding of how they learn, when they are finding something challenging and

what to do when this happens. We encourage children and young people to embrace mistakes as a learning opportunity which will support their development.

Working with families

At Penn Fields School we understand the importance of working together with families to ensure the best outcomes for our children and young people. If the behaviour of individual children and young people become a concern then we will meet with parents and/or carers at the earliest opportunity in order to plan effectively. If families require additional support, then we can offer this through the Schools Family Support Service or Early Help Assessment Tool.

APPENDIX A: Managing Sexual Behaviours

At Penn Fields School our ethos is based on a culture of respect, acceptance, and diversity. Any incidents of sexual violence or harassment are not tolerated. The school's response is proportionate, considered, supportive and decided on a case-by-case basis.

Sexual behaviours can be defined as:

- Sexual violence –rape, assault by penetration or sexual assault
- Sexual harassment – unwanted conduct of a sexual nature such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes or online harassment.

Curriculum

The school's RSE and PSHE curriculum is focused on healthy relationships and teaching the values of respect, acceptance and diversity. All children and young people will be educated through the school curriculum to understand these values . (see PSHE/RSE curriculum). Children and young people will also be taught the importance of identifying and reporting harmful sexual behaviours through the safeguarding curriculum.

Reporting

- All incidents of sexualized behaviour should be recorded on CPOMS by staff and reported immediately to the safeguarding team.
- Staff should be alert to any 'lower level' incidents of sexualised language/sexism. These incidents should be tackled through educating the child or young person and reporting to the DSL.
- Children and young people should understand that any incidents of sexual violence or harassment should be reported to a member of staff immediately.
- The safeguarding team will review any incidents of sexualised behaviour and identify and respond to any patterns.

Responding to incidents

Incidents will be considered on a case-by-case basis, taking into account the age and developmental stage of the child or young person who has been harmed and the child or young person who has harmed.

Significant incidents of sexualised behaviour will be assessed by the safeguarding team using Brooke Traffic Light Tool. This tool will support the safeguarding team categorise any behaviours as normal, inappropriate, problematic or abusive/violent. This work should always be undertaken as a team.

Following this assessment the team decide on appropriate actions and sanctions. These must always take into account the views of the child or young person who has been harmed and the child or young person who has harmed and be proportionate. They may include:

- Cautionary advice
- Educational intervention
- Discussion with parents
- Involvement of the police
- Involvement of social care
- Enhanced supervision
- Restrictions on movements within the school
- Use of a Risk Assessment Management Plan (RAMP)
- Suspension
- Exclusion

Support for the child or young person who has been harmed

Support will be provided for the child or young person who has been harmed in discussion with the child or young person and parents/carers as appropriate. This may include:

- Therapeutic support provided by the school or outside agencies
- Educational intervention
- Additional support from school staff for the child or young person and parents/carers

Support for the child or young person who has harmed

Support for the child or young person who has harmed will be in discussion with the child or young person, safeguarding team, SLT, parents/carers, police and social care as appropriate. This support may include:

- Therapeutic support provided by the school or outside agencies
- Educational intervention
- Additional support from school staff for the child or young person and parents/carers

Reporting

- All incidents of sexual behaviour should be recorded on CPoms by staff and reported immediately to the safeguarding team.
- Staff should be alert to any 'lower level' incidents of sexualised language/sexism. These incidents should be tackled through educating the child or young person and reporting to the DSL.
- Children and young people should understand that any incidents of sexual violence or harassment should be reported to a member of staff immediately.

- The safeguarding team will review weekly any incidents of sexualised behaviour and identify and respond to any patterns.