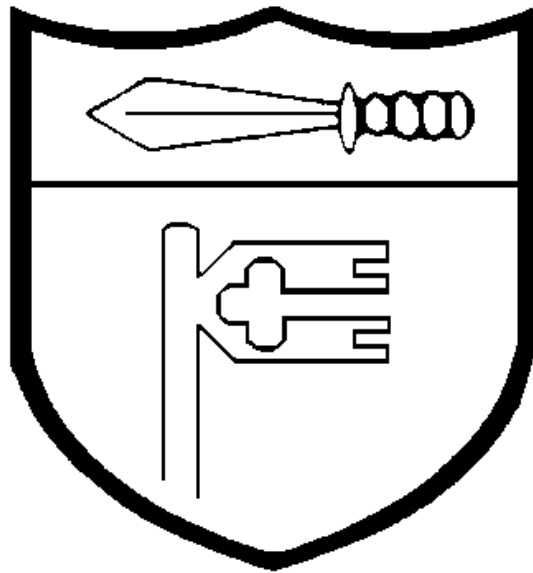


Ss. Peter and Paul Catholic Primary School, a Voluntary Academy



Behaviour Policy

School Responsibility: Mr C Power

Date: September 2026

Headteacher: Mr. C. Power

Date: September 2026

Review:

Date: September 2027

MISSION STATEMENT

Learning through faith, hope and love.

Here we are Lord, at Ss. Peter and Paul;
loving one another as we are loved by you:
Caring and sharing,
laughing and learning,
loving and praying.

Caring

*St. Paul teaches us to be eager and show respect for one another
In our school we treat others how we would wish to be treated and look after our wonderful school.*

Sharing

*St Paul says that, "Whoever shares with others should do it generously."
In our school we share our gifts, our time and our talents without expecting anything back.*

Laughing

*St. Paul teaches us that we should, "Find joy in the truth."
In our school we are happy together in our classroom environment; enjoying everything we do.*

Learning

*St. Paul says that, "Endurance produces character and character produces hope."
In our school we encourage everyone to love learning through perseverance, cooperation, participation and independence.*

Loving

*St. Paul says that we should love one another just as Christ taught us.
We believe that everybody in our school is unique. We love and accept one another as God made us.*

Praying

*St. Paul teaches us to be persistent in prayer, giving thanks to God.
In our school we dedicate time to talk to Jesus, praying as a community.*

We care, we share, we laugh, we learn, we love, we pray as one big family.

Ethos:

At Ss Peter and Paul's Catholic Primary School, we aim to create a safe environment where children can learn. We have high expectations of all who are part of the Ss. Peter and Paul school community where respect, self-discipline and motivation are central to all that we do. Positive relationships with children, parents and staff are fundamental to the development of good behaviour. The school acknowledges that children are growing and changing quickly, learning what is appropriate behaviour, socially and in the classroom. We appreciate that they will make mistakes and that we have a responsibility to give them the confidence to "get it right" next time. However, the school has to employ a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment.

This behaviour policy is built on our Catholic Ethos and Mission where we follow Christ's example in everything we do. We follow Gospel values and are a caring community, which

provides for the spiritual, social, emotional, academic and physical needs of all our children regardless of status, gender, race or ability.

We use a restorative approach, which focuses on building positive relationships, based on respect, and fairness, which in turn creates a community that is supportive and respectful. We believe that every individual is responsible for his or her own behaviour. Our primary focus is always positive reinforcement. At all times, adults look for opportunities to reinforce and praise appropriate behaviour. This principle based on 'praise in public and reprimand in private' ensures that children are openly rewarded for making good choices and given the chance to re-think and change when the behaviour that they are displaying is not following our school expectation.

Aims

As a school, we aim:

- *For our children to develop a sense of self-respect, self-confidence and self-reliance with a reasoned set of personal attitudes, values and beliefs and an awareness of and a sensitivity to the needs of others.*
- *To create a happy and caring atmosphere where children will feel safe and secure and, thereby, develop in self-confidence and independence.*
- *To instil respect for religious and moral values, tolerance and understanding of other races, religions and ways of life.*

Our expectations are framed in three positive, clear rules which are discussed and shared with all stakeholders. These rules are clearly displayed throughout the school and are referred to regularly. Rules and expectations within the school are kept to a minimum so that the children find them easy to remember. They are understood by everyone and applied consistently.

Classroom mission statements are written with and agreed by the pupils at the beginning of each academic year, displayed clearly, regularly read and referred to and support the three school rules.

Our School Rules:

- I do as I am asked first time.
- I keep my hands and feet to myself.
- I am kind and respectful.

Rights and responsibilities

Rights

- Every member of our school community should be able to work in a safe, calm, purposeful and happy environment.
- Everyone in our school community should be able to work in an environment that values them, celebrates their achievements as individuals, enhances their self-esteem and respect for others.

Responsibilities

The Academy Council

- The Academy Council has the responsibility of setting out behaviour principles, which inform the standards of discipline and behaviour, and of reviewing their effectiveness.
- The Academy Council must monitor the effectiveness of the policy.
- The headteacher has the day-to-day authority to implement the school behaviour policy but members of the Academy Council may give advice to the headteacher about particular disciplinary issues.

The Headteacher

- Has the day-to-day authority to implement the school behaviour and discipline policy.
- Leads by example in promoting positive relationships between all school community members.
- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy at Academy Council meetings.
- The Headteacher will work collaboratively with parents and other staff so that children receive consistent messages about how to behave at home and at school.
- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher will support the staff by implementing the policy and by setting the standards of behaviour.
- The Headteacher will keep records of all reported physical and other serious incidents of misbehaviour.
- The Headteacher will be responsible for giving lunchtime or fixed-term exclusions to individual children for serious acts of misbehaviour or for repeated behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. (See Exclusion Policy for more detail)
- The Headteacher will keep a record of any pupil who is excluded at lunchtime, for a fixed-term, or who is permanently excluded.
- The Headteacher will share at the first assembly of the school year, the rules of the school to reinforce a common purpose and ethos.
- The Headteacher and all staff authorised by the Headteacher (all teachers and teaching assistants) have the power and authority to search pupils or their possessions, without consent, where they have reasonable grounds to suspect the pupil has either a 'prohibited item' or an item 'banned' under the school rules. (All School staff have the power to search pupils with their consent for any item). No adult will search a pupil on their own; they will always search in the presence of a second staff member, safeguarding both the pupil and the adult searching.
- The Headteacher has the power to exclude a pupil from school for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently.
- The Headteacher may convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this, when other sanctions have not worked, or for repeated or serious mis-behaviour/bullying.
- Permanent exclusion will be the sanction applied when a child makes a malicious, false accusation against a member of staff (see Exclusion Policy).

- The Headteacher will notify the police and/or anti-social behaviour co-ordinator of the local authority about the behaviour/action taken against a pupil if necessary for any behaviour outside of the school. All behaviour that poses a serious threat to a member of the public will be reported to the police.

All Staff

- Have responsibility for modelling positive behaviour in their relationships with children, staff members, parents /carers and governors.
- Have a responsibility to make sure that the behaviour policy is implemented consistently and that everyone is treated fairly, with respect and understanding.
- Are firm, clear and consistent.
- It is the responsibility of the class teacher to ensure that the school rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time.
- Teachers will work collaboratively with parents and other staff so that children receive consistent messages about how to behave at home and at school.
- The teachers in our school will have high expectations of the children in terms of behaviour, and they will strive to ensure that all children work to the best of their ability.
- The teachers will treat each child fairly and enforce the classroom rules consistently. They will have a responsibility to refer to school procedures and discuss issues under the staff meeting standing item in order to maintain consistency across school.
- The teacher will treat all children with respect and understanding.
- The teacher will liaise with the Headteacher and/or SENCO (Special Needs Co-ordinator) who will liaise with external agencies as necessary, to support and guide the progress of each child;
- The teacher will report to parents about the progress of each child in their class, in line with school policy.
- The teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Where behaviour problems persist the teacher will inform the Headteacher.
- The teacher will seek to build a supportive dialogue between the home and the school, and inform parents immediately of any concerns about their child's behaviour.
- The school may contact the child's parents to seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child. A home-school contact book or sticker chart will be used for long term monitoring of behaviour.
- If a child's behaviour endangers the safety of others, the teacher will stop the activity and prevent the child from taking part for the rest of the session.
- To inform parents when physical incidents take place (both of the perpetrator and the victim).

Parents/Carers

- Parents need to work collaboratively with school so that children receive consistent messages about how to behave at home and at school.
- Parents are expected to read and support the application of the school rules in the behaviour policy and accept the related consequences.
- Parents should support their child's learning, and co-operate with the school, as set out in the home-school agreement.

- Parents are asked to inform school about any concerns they have regarding their child's welfare or behaviour.
- Parents are asked to be honest about their child's behaviour outside of school and to have an open-mind about behaviour they may have taken part in at school.
- If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and finally the school governors, if necessary. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- Parents should attend any meetings requested by the school and any multi-agency assessments/meetings in order to fully support the improvement of their child's behaviour.

Pupils

- Have a responsibility to follow the school rules at all times.
- Ensure they know the three school rules and understand the consequences of their behaviour.
- Learn that positive behaviour is about them taking responsibility for their own actions and making the right choices.
- To listen to each other and to adults and patiently allow others to finish speaking.
- To listen, without talking, in prayers, worship and assembly.
- To speak politely to everyone, never shouting or swearing.
- To look after each other, including reporting injury and bullying.
- To refrain from hurting other people physically or emotionally and to refrain from bullying.
- To respect others' and school possessions (taking care of and not stealing or borrowing without asking) and keep things tidy.
- To work hard in class.
- To take pride in their classroom, school, and own appearance, including tucking in shirts and wearing school uniform appropriately.
- To move quietly around school without running.
- To do as adults ask them to do, the first time they are asked.
- To refrain from bringing sweets, chocolate bars or toys into school.
- To set and agree to the class mission statement at the start of each school year.

How the curriculum and school day supports behaviour

All teachers will ensure that quality first teaching engages children and where possible takes into account their interests. Teachers will plan lessons that include varying teaching styles and creativity, differentiation and talk less teaching where appropriate. All staff will ensure that they:

- Meet and greet children at the beginning of each day.
- Have regular circle time.
- Plan and deliver RSE/PSHE lessons.
- Know our children well as individuals and build trusting relationships with them.
- Be aware of all children in their classroom, aiming to engage with them all daily.
- Give children responsibility to do jobs in the classroom and around the school.
- Give positive messages to parents and carers.
- Build every child's self-esteem.

- Provide time to listen to the views of children through pupil voice and pupil interviews.
- Display empathy for all and recognise individual differences.
- Ensure that children are active and kept busy.
- Be aware of how the class is functioning during work, frequently monitoring the group for signs of appropriate and inappropriate behaviour.
- Carefully consider their class seating plans so that children have the best opportunities to learn.
- Plan transitions carefully.
- Have equipment out ready for lessons.
- Give short, concise instructions to learners.
- Take account of different learning styles and abilities.
- Use 'show me 5' and the hand signal to gain the attention of their pupils.
- Ensure that children are appropriately supervised during transition times such as going to dinner or in the cloakroom and coming in from the playground.

Rewarding Positive Behaviour

When managing behaviour, our primary focus should always be on positive reinforcement. At all times, adults should be looking for opportunities to reinforce appropriate behaviour. We reinforce positive behaviour with descriptive praise and recognition through rewards.

We reward good behaviour and good attitudes to learning through the use of:

- Specific praise
- Marvellous Me
- Recognition board
- Virtue certificates
- Sports certificates
- Leadership certificates
- Team points
- Number bond champion
- Times table champion
- Reading challenges
- Spelling bee certificate
- Mr Power stickers
- Stickers
- Smiley face stamps
- Individual class rewards
- Communication with parents.
- Celebration assembly
- Pen license.
- Lunchtime stars
- Weekly Golden table award at lunchtime
- Half-termly award from the Academy Council for outstanding behaviour.
- ***In line with our healthy schools policy, children will not be given sweets or edible gifts.***

We will also encourage children to give each other praise.

Consequences for unwanted behaviour

We understand that all behaviour is a communication and every effort will be made to understand. However, when behaviour impacts negatively on others, consequences will be issued appropriately and fairly. All consequences will be viewed as conversations to improve future behaviour. All responses to unwanted behaviour should be consistent. Children will never be named using any derogatory term. Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. Restorative conversations will follow all consequence issued so that all children have the opportunity to reflect upon and learn from their actions.

Consequences matched with actions:

Steps	Behaviours	Consequences
Step 1 Verbal warning	Not following school rules Shouting out Disrupting others Not on task Not following instructions Speaking in a rude manner Talking when you should be listening	Reminder of rules Discuss how choices are affecting others Reminder to make the right choice
Step 2 Miss 5 minutes playtime	Repeating any of the above behaviours Being dishonest Misuse of equipment	Name in behaviour book Missed playtime Catch up on missed learning Work sent home if not completed during playtime Restorative conversation.
Step 3 Miss 10 minutes of playtime	Repeat of the above behaviours Drawing on/breaking equipment Inappropriate language including sexualised language Hurting others Dangerous behaviour	Name in behaviour book Missed playtime Catch up on missed learning Work sent home if not completed during playtime. Restorative conversation Children will be asked to clean, repair or pay for replacement equipment and parents informed. Speak to member of SLT and work in their classroom or an alternative classroom. Missed playtime and restorative conversation Parents contacted Apologise to the person involved.
Step 4	Repeat of the above behaviours Inappropriate language including	Sent to the Headteacher or one of the Assistant Headteachers if the headteacher is not in school.

	sexualised language Serious dangerous behaviour Bullying including cyberbullying Violent behaviour Racist behaviour Homophobic behaviour Harmful sexualised behaviour including imagery	Restorative conversation Parents contacted Follow bullying policy May also result in referral to external agencies Internal exclusion Individual behaviour plan considered Reported to the Police Exclusion – see exclusion policy
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All incidents of behaviour will be dealt with immediately and where children must pay time back (e.g. lost learning time) this will take place in the following break time. Any child refusing to complete work within the lesson time will be expected to complete it during break time. If they continue to refuse to complete a piece of work, the work will be sent home in their book bag to be completed at home.

Where an incident should take place at lunch time, the four step consequence will be followed but will take immediate effect with children being asked to sit out on the bench for time out or walk with an adult for time out. Incidents of negative behaviour will be recorded in class behaviour books. Behaviour books will be monitored by the headteacher half-termly who will produce analysis reports with actions, targets and mentoring/further support given where necessary. If a child has been in the behaviour book three times in one week, the class teacher will inform parents so that they are aware and can support at home.

The four-step system will re-set after each break time so that children have the chance to make a fresh start.

Depending on age and particular circumstances, different behaviours may warrant one or a combination of consequences, all of which are decided with restoration at the forefront. Adults should use their professional judgement when supporting a child to restore the issue, particularly with vulnerable children or children with SEND.

If children are finding it difficult to follow the steps above, **short term intervention** could be put in place. This could include some of the following:

Time out with a timer (any lost learning time made up at break time)
 Calm time to reflect on choices made – restorative conversation (Lost learning time made up at break time)
 Nurture group
 Referral to Learning mentor
 Home school communication book after meeting with parents

This additional **short term intervention** will be monitored closely with a view to children returning to the whole school behaviour steps.

Children who are still unable to follow the school policy will be supported in the following way:

Meeting with parents and SENDCO
 Individual behaviour plan with clear sanctions and rewards.

Risk assessment in place
Referral to external agencies for support
Home school communication book

Major Incident Reports

Children who are involved in a major behavioural incident will have their behaviour recorded on a report form in the CPOMs online system. These incidents include:

- Causing deliberate injury to others.
- Serious disruption to other pupils learning.
- Serious damage to property.
- Absconsion.
- Placing others/self in immediate danger.
- Bullying (see our Anti-Bullying Policy).
- Any incident requiring the use of restrictive physical intervention (TEAMTEACH).

Restorative Practice

Restorative conversations will be used at all times with children to respond to challenging behaviour. Restorative Practice techniques ensure that children feel safe and secure at all times in school. Rather than adults or children responding by being cross or upset the children are asked calmly to answer a set of questions. This may be after time has been given for those involved to become calm and ready to talk. Part of this restorative work may involve making a card or writing a letter to restore the relationship broken by the behaviour.

Restorative conversations:

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen next?

Responding to those harmed

1. What happened?
2. What were your thoughts at the time?
3. What have your thoughts been since?
4. How has this affected you and others?
5. What has been the hardest thing for you?
6. What do you think needs to happen next?

Restorative Practice helps children and those involved to acknowledge their part in the conflict and places a responsibility on both parties to come to a resolution. In the spirit of forgiveness and acceptance of forgiveness we move forward to ensure that there is a clean start. Children are encouraged to learn the skills of resolving issues and to take responsibility to sort the incident out for themselves. However adults in school will support and model these processes so that children can learn and develop strategies.

Please note that the school follows DFE guidance on the use of Care and Control and staff have been appropriately trained to deal with such instances.

Positive Handling may be used if:

The child is a danger to themselves.

The child is a danger to others.

The child is destroying the school or another child's property.

The child is continuously disrupting the learning of the children in their class.

When positive handling has been used the staff responsible will fill in a restrictive physical intervention handling form which will be retained by the school. The incident will also be recorded on CPOMs and parents will be informed. *Please see restrictive intervention policy*

Bullying

Please refer to the school's separate anti-bullying policy.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, 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).
- 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
- 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
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, 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)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, sections below set out more detail about our school's approach to this type of abuse.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of peer-on-peer abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- Familiar, trusted member of staff will support the children who have been victims of or perpetrated the abuse. An Early Help Referral may be appropriate

Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
 - That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child's behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns

Sharing of nudes and semi-nudes ('sexting')

This is a suggested approach based on guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders.

Your responsibilities when responding to an incident If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Head teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through, dialling 101 or 999 depending on the seriousness.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our RHSE curriculum. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- All children should report any issues face to face/ via a friend/ to a trusted member of staff who will pass on to the DSL.
- The reporting systems and processes will be made clear through discussion in our Living Life to the Full curriculum.
- Children will feel safe in submitting any concerns, through reassurances provided following disclosures.

Monitoring

The effectiveness of this policy will be monitored in line with the school's monitoring and reviewing of school policy procedures.

Any questions regarding this policy should be directed to Mr Power who is the school's lead of this area.

This policy will be reviewed by staff in the summer term of each academic year in preparation for the start of the new school year in September. The Behaviour Policy is ratified by the Academy Council and shared with all staff in the first meeting of the new school year.

Notes:

1. This policy has been agreed by all school staff and ratified by the Academy Council of the School.
2. Parents are entitled to view this document
3. This policy is subject to further development alongside other school policies.

Working in Partnership with Parents

All concerns should initially be shared with the class teacher. If this is not resolved, please seek an appointment with Mr. Power (Headteacher). Parents should not discuss issues with other parents as it can lead to conflict or embarrassment. In our Catholic community, we want everyone to feel supported and valued. Conversations held outside whilst dropping off or collecting children can lead to situations becoming more fraught and relationships breaking down.

Discipline of pupils outside of school

Ss. Peter and Paul follows guidance from the DFE when disciplining children outside of school.

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”

Maintained schools and Academies’ behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school wearing school uniform or 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 the public or could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

(Behaviour and Discipline in Schools DFE January 2016)

Where there are instances of misbehaviour outside of school, SS. Peter and Paul school staff may discuss this behaviour with parents or carers depending how serious the behaviour is. Otherwise, the sanctions detailed above will apply.

Where there are instances of bullying outside of school, the school will follow the steps detailed in the Anti-Bullying Policy.

Confiscation of Items

Ss. Peter and Paul follows guidance from the DFE when confiscating items.

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they

have acted lawfully. Power to search without consent for “prohibited items” including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’.

(Behaviour and Discipline in Schools DFE January 2016)

APPENDIX 1

ADVICE TO STAFF ON CHILDREN WHO LEAVE PREMISES WITHOUT PERMISSION

1. Do not chase after the child or send other children after him/her. This tends to make the situation worse. If the child is on the boundary and can be seen, allow 'cooling off' time and then walk over and try reasoning tactics. This can only be done if you have not got the responsibility of a class or group of children.

If necessary, send a sensible child to seek support of a senior member of staff, who may be able to talk to the child.

2. In the event of a child being out of sight, inform the Headteacher, who will:
 - a) search for the child.
 - b) contact the parent(s) (if the child cannot be found).
 - c) contact the police (if no parent can be found).
 - d) check that the child has been located by the end of the session/day if he/she has not been returned to school.
 - e) deal with running away as a serious disciplinary matter (truancy).
3. In the absence of the Headteacher, inform the Assistant Headteachers who will follow steps a – e.
4. If there is no-one available to search for the child then follow steps b – e.