



Bordesley Green Primary School

Positive Behaviour Policy

September 2022

Ethos

At Bordesley Green Primary School, we believe in recognising and rewarding positive behaviour. The development of mutual respect is at the heart of our learning and wellbeing through the consistent application of high expectations. Children have been involved in the formation of the school rules which are applied consistently across each year group throughout the school. In keeping with our school motto, 'Being Great Produces Stars', children are rewarded with stars for good behaviour. The Behaviour Policy and systems are shared with parents at the start of each academic year. Our Behaviour Policy has been created in line with the ambitions we have for our children and our school values:

Resilience

Empathy

Self-Control

Perseverance

Equality

Courage

Teamwork

All children have the right to develop their full potential and be safe and happy, in a calm, orderly, supportive environment. For their rights to be promoted, therefore, all children have to take on the responsibility of following our school rules.

We will:

- *Use kind hands, feet and words to everyone*
- *Be honest*
- *Respect our equipment, school and grounds*
- *Listen carefully and follow instructions*
- *Work hard and help others to work hard too*
- *Demonstrate self-control*
- *Show empathy towards others*

These rules are on display in every classroom and around the school as a reminder of our expectations. They are referred to in our assemblies and explored in our curriculum.

Each class will agree a code of conduct that must relate/refer to each of the school rules at the beginning of the year. This builds on the school rules in a way that is appropriate to their age group and helps to guide them in making good learning behaviour choices in the classroom and beyond.

Roles and Responsibilities

Pupils in school:

- Take responsibility for their own behaviour and learning
- Respect and display the values and learning behaviours we promote in our school
- Know and understand the rules, rewards and consequences for the choices they make

Adults in school:

In line with the Teacher Standards/job descriptions, the class teacher and teaching assistant are responsible for the management of the children's behaviour following the procedures included in this policy. They will do this by:

- Developing a calm, positive, structured and safe environment with clear boundaries
- Modelling appropriate body language, speech and relationships
- Treating all children equally and with respect
- Making rules and routines clear and applying them consistently
- Using positive behaviour strategies and praise rather than criticism
- Challenging pupils to meet the school expectations and maintain the boundaries of acceptable conduct
- Being calm and have high expectations of all pupils in our school
- Communicating regularly with parents regarding both positive and negative behaviour
- Adapting strategies to the needs of individual children with additional needs

Parents at Bordesley Green Primary School are expected to:

- Ensure that their child follows the school rules and behaviour policy
- Work with the teachers and school staff
- Communicate any concerns they have with the class teacher
- Follow the schools Behaviour Policy and procedures to communicate with the school

Celebrating Positive Behaviour

BGPS Superstars

In keeping with our school motto, "Being Great Produces Stars", children are rewarded with stars. Stars can be awarded by any adult in school. Stars are awarded for following the school rules and for demonstrating positive learning behaviour in school.

A class behaviour chart is prominently displayed in all classrooms to provide an overview of achievement through the academic year.

BGPS BRONZE SUPERSTARS						
	10	20	30	40	50	Bronze
Child 1						
Child 2						

Children collect stars awarded on an individual superstar card (bronze, silver and gold) which are recorded by the class teacher using a 'star ink stamper.'

- ❖ Bronze award (50 stars) = bronze sticker on whole school board, 'bronze badge' and bronze star sticker for classroom chart. Silver collection card issued by LG
- ❖ Silver award (100) = silver sticker on whole school board, 'silver badge' and silver star sticker for classroom chart. Gold collection card issued by LG
- ❖ Gold award (150) = gold sticker on whole school board, 'gold badge' and gold star sticker for classroom chart. Platinum reward card issued by LG
- ❖ Shooting Star awards will be available for exceptional performance only and provides an open-ended challenge

The expectation is that all children aim for gold.

Children can achieve their awards at any time of the year but a series of challenge dates are set each year for additional recognition and rewards as follows:

- ❖ Bronze award by October half term (approx. half term to complete)
- ❖ Silver award by February half term (approx. term to complete)
- ❖ Gold award by end of Summer term (approx. term and half to complete)

Half-termly Star Assemblies will recognise the children who meet the challenge dates set.

In order to maintain the status of the awards, they should not be achieved **significantly in advance of the deadline date.** Class teachers should award no more than **5 stars in each lesson**. One star will also be awarded for children who achieve the "Good to be Green" target at the end of each day.

BGPS Superstars Individual Expectations Reception:

Children will receive a reward for collecting: 10, 20, 30 stars. These will equate to the bronze, silver and gold awards in school (with the same time scales)

Reception staff will have a maximum of 5 stars to award every day with the lunchtime supervisor having two stars each day to award. Children will also have the opportunity to collect stars from other members of staff around school.

A child in each class is awarded the title 'star of the week' every Friday. They wear a special star hat and sit on the star seat! They do the important job of being class line leader for the following week.

Shining Stars books & assembly

These will be held each half term to share the contents of the 'Shining Stars' record book for each phase. Teaching staff will select **2-3 children** in each class who have excelled in an aspect of their learning or behaviour. Parents are invited to the assembly to celebrate their child's achievements. The Shining Stars are displayed in the school hall each half term.

Good to be Green

While it is important to recognise and award behaviour that stands out as significant and special, it is also important to reward children where they are maintaining a good standard of behaviour on an ongoing basis, that enables their peers and themselves to be safe, happy and learning.

In every classroom, we have a "Good to be Green" display, on which every child has a card and an aim to keep it showing "Good to be Green" at all times. This represents meeting behaviour expectations. At the end of each day, 1 star is awarded to every child who has maintained this through the day.

Weekly assemblies also celebrate the Star of the Week, acknowledging a child in each class who has excelled in demonstrating the value of the week.



"Stop 'n Think!", "Warning" and "Consequence" cards are a visual reminder to pupils who are not meeting behaviour expectations.

A child whose card has been changed (to blue/yellow) in the classroom, can still earn back their 'Good to be Green' within a morning/afternoon session and receive stars. Children always need to know that they have the opportunity to redeem themselves. Lunchtime will class as a third 'stand-alone' session and so children must do their timeout immediately and will not have the opportunity to earn that time back-only yellow and red cards are issued at break times.

Managing Challenging Behaviour

As they make progress with their learning behaviour throughout school, sometimes children will make the wrong choice and exhibit challenging behaviour. As staff, we aim for a fair and consistent approach to managing this so that:

- A child understands why their behaviour has been inappropriate, especially including the impact on others
- Reoccurrences of inappropriate behaviour are less likely
- Other children see that appropriate consequences are put in place

The nature of our response depends on the issue at hand. This policy explains how we structure our responses as we aim for a fair and consistent approach, and then what steps we take where children are struggling to make progress with their behaviour within our normal approach. (See appendix 4 Beacon Behaviour 12 Key Strategies for managing behaviour.)

Classroom Context

Appropriate classroom behaviour enables staff to teach and everybody to learn. Inappropriate behaviour inhibits learning and/or shows a lack of respect to others in the classroom.

Examples include:

- Lack of effort
- Not following an adult's instructions
- Distracting other children and preventing them from working
- Inappropriate use of equipment
- Using an inappropriately loud tone of voice
- Making other children feel unsafe or unhappy
- All forms of bullying (see appendix 5)
- Lack of respect shown to adults

Adults will use the following process when managing inappropriate behaviour in the classroom:

1	Verbal Reminder	Child has opportunity to amend behaviour
2	Good to be Green card changed to "Stop n' Think"	Child to miss 5 minutes of next break-time (unless they are able to earn it back with good choices) managed by the class teacher.
3	Child given Warning Card	Children to miss 15 minutes of next lunchtime (unless they are able to earn it

		back with good choices) in time-out room with leadership team.
4	Child given Consequence Card	<ul style="list-style-type: none"> ➤ Child to miss 30 minutes of next lunchtime in time-out room with leadership team ➤ Child will complete a 'consequence card reflection sheet' (appendix 6/7) to ensure they have understood their actions and the effects of their behaviour <ul style="list-style-type: none"> ➤ Parents informed
5	Child to be sent out of the classroom	If the behaviour continues following a consequence card, the child will be sent to work under supervision of a member of the leadership team, until the end of that teaching session.

Children who have reached step 2 or 3 will have the opportunity to improve their choices during the morning or afternoon lessons and earn break-time back, before the half-day session ends.

If a child has been working with another teacher, for example, in a maths set, it is important that any card that is handed out, travels with the child. I.e. If the child receives a card from their class teacher, when they move to their maths set, they must take their card with them, so that the set teacher knows which stage they are on and has the opportunity to earn back or escalate the card. Equally, when a child returns to their class teacher, any card given/maintained in their maths set, must be taken back to their class teacher.

Children reaching the Consequence Card do not have the opportunity to earn their green card back because enough reminders will have been given.

Every child starts 'a fresh' and goes back to 'Good to be Green' at the beginning of the half-day teaching session.

On rare occasions, children may exhibit behaviour which accelerates faster through the sequence above. More serious inappropriate behaviours include:

- Refusal to follow an adult's instructions (immediate warning card)
- Swearing (immediate warning card)
- Wilful destruction of property (immediate warning card)
- Any behaviour which puts others at risk of harm (immediate consequence card)
- Deliberately hurting others (immediate consequence card)
- All forms of bullying (see appendix 5)
- Homophobic, racist, abusive behaviour or other derogatory language (immediate consequence card)
- Sexual harassment (immediate consequence card) (see appendix 1)

In the event of any of these behaviours, children will immediately be given a Warning or Consequence Card with all associated actions applied.

It is important that incidents are investigated thoroughly and with care and sensitivity, and consequences should not be based purely on the word of another child. Issues should be investigated

and then if the child admits to the allegation or an adult has seen evidence of the behaviour, consequences are given as appropriate.

If a child is issued Consequence Cards, this is escalated through staff according to the following process:

First instance:	Child completes a 'consequence card reflection sheet' in time out room with member of leadership team. Class teacher contacts parents-face-to-face or via phone call at the end of the day
Second instance:	Child completes a 'consequence card reflection sheet' in time out room with member of leadership team . Formal face-to-face meeting between class teacher, parent and child
Third instance:	Child completes a 'consequence card reflection sheet' in time out room with member of leadership team . Face-to-face meeting between AHT, class teacher and parents
Fourth instance:	Child completes a 'consequence card reflection sheet' in time out room with member of leadership team. Face-to-face meeting between Deputy Headteacher/Headteacher and parents, to be followed by a Behaviour Plan (which will then be reviewed at an agreed later date)

All meetings should be held with a second member of staff present and a member of the leadership team informed beforehand.

All conversations of this nature should take place in the school building in a room that allows parents privacy from other parents/children. Conversations around challenging behaviour should not take place on the playground or in corridors.

The counting of consequence cards 'starts afresh' at the beginning of each term.

Recording

Teachers

Warning cards and Consequence cards given in class or at first break, will be recorded on an 'individual electronic behaviour record sheet' (appendix 8) by the class teacher. This must be done as soon as possible and definitely by the end of the day. Any other child or member of staff should be referred to by their initials only.

In the event of three warning cards being given within one week (7 days, not necessarily Mon-Fri), this translates to the equivalent of a consequence card and parents will be contacted accordingly to inform them, as described in the previous table.

In addition to this, informally, each week, a list of names of children that have a received a card at the end of a half-day session, will need to be kept by the class teacher so that teachers are able to keep track of who receives a star at the end of each day.

Any incidents of racist behaviour or sexual harassment must also be recorded on MyConcern. Initials of other children/staff should be used and it should be very clear as to whether these are allegations, or whether evidence of the behaviour has been seen by staff.

Leadership Team

Any warning or consequence cards given at lunchtime will be recorded by the Leadership Group on an 'individual electronic behaviour record sheet' (appendix 8).

All 'consequence card reflection sheets' completed by the children will be saved electronically by a member of the Leadership Group and sent home via the class teacher with the appropriate associated discussion.

All warning and consequence cards are recorded on an overview spreadsheet by a member of the leadership Team, as a reference point for monitoring.

EYFS

Reception

Reception will use the same card system as KS1 and KS2, with the following amendments in terms of sanctions:

1	Verbal reminder	Child has opportunity to amend behaviour
2	Good to be Green card changed to "Stop n' Think"	Time out (5 mins)
3	Child given Warning Card	Time out in another classroom (7 mins)
4	Child given Consequence Card	Miss lunch time play

The same system will apply as with KS1 and KS2, in terms of actions when warning/consequence cards are accumulated.

Nursery

Each child will have a laminated picture of themselves that will be placed on a display that reflects the card system for the rest of the school:

- green card (all children start on this)
- blue card
- yellow card
- red card
- gold star-for rewarding positive behaviour

The following will apply in terms of sanctions:

1	Verbal reminder	Child has opportunity to amend behaviour
2	Blue card	Child has second opportunity to amend behaviour
3	Yellow card	Time on the thinking chair (3 mins)

4	Red card	Time on the thinking chair in YR (5 mins)
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The same system will apply as with KS1 and KS2, in terms of actions when warning/consequence cards are accumulated.

Out of Classroom Context

All children have the right to feel safe and be happy during break-times and as they move around school so that they are ready to go back into lessons, ready to learn.

All staff take responsibility for ensuring children follow school rules and will give visual and verbal reminders where necessary.

At times, inappropriate behaviour outside of the classroom may be more serious. For example:

- Not following an adult's instructions or agreed rules
- Overly physical play
- Inappropriate language
- Damaging school equipment
- Behaviour that shows a lack of respect to adults or other pupils

This behaviour is treated in line with "Warning Card" behaviour in the classroom (see grid above).

More serious instances of inappropriate behaviour outside of the classroom could include:

- Physical aggression to another pupil
- Behaviour that ostracises or isolates others
- All forms of bullying (see appendix 5)
- Derogatory or abusive language including racist or homophobic
- Sexual harassment (see appendix 1)

This behaviour is treated in line with "Consequence Card" behaviour in the classroom (see grid above).

First Break

If a card is issued by a member of staff on duty, they will inform the class teacher. If missed break is applicable by the end of the morning, the child will then go to the time out room at the start of lunchtime, where they will miss the relevant amount of time. The card will be recorded on the 'individual electronic behaviour record sheet' by the class teacher at the end of the morning, using the initials only of other children or members of staff.

It may be necessary for incidents at break-time to be further investigated during or following the conclusion of that break-time period. This would usually be undertaken by either the teacher on duty,

the class teacher, learning mentor or, if necessary, a member of the leadership team. Following an investigation, appropriate consequences will be applied as explained above.

Lunchtime

The child will be escorted to the time-out room by the LTS who will relay the incident to the leadership team. The member of staff from the leadership team dealing with any instances of such behaviour will decide on the appropriate card and issue the card and related sanctions accordingly and then alert the child's class teacher at the end of lunchtime.

Any cards given at lunch will be recorded on the child's 'individual electronic behaviour record sheet', by the member of the leadership team in timeout. The leader will scan and save the 'consequence card reflection sheet', inform the class teacher after lunch, and then hand the original copy to the teacher to be sent home and explained to the parent/carer.

Exclusion

The school follows the LA and DFE exclusion guidelines, which apply in cases of high frequency, disruptive behaviour or incidents of a serious nature. Only after careful consideration by the Head Teacher and proper application of the appropriate regulations, will the following sanctions be imposed:

- Internal exclusion
- Lunchtime exclusion
- Fixed term exclusion
- Permanent exclusion

Exclusion is an extreme sanction and is only administered by the Head teacher or the person with delegated responsibility. The Head Teacher will inform parents and the Governing Body of any incidents and the action taken leading to exclusion.

Behaviour likely to warrant exclusion includes:

- Deliberate physical acts that cause significant harm including sexual violence (see appendix 1)
- Significant and persistent disruptive behaviour to other children or staff
- Significant and persistent aggressive behaviour to other children or staff
- Making unsubstantiated allegations or threats to other children or staff
- Bringing weapons or any substance with the intention of misuse onto school premises

On a child's return to school a meeting between Head Teacher, Class Teacher, Learning Mentor parents and the child is arranged to discuss a behaviour agreement contract.

Inclusion (pupils with additional education needs)

Bordesley Green Primary School is an inclusive school. We acknowledge the importance of a safe, enabling environment in which we strive to meet the needs of each individual pupil. We recognise the differing needs of our pupils, when addressing any behaviour issues which may arise. Some pupils may have a special educational need (such as autism) and may require additional support with understanding the following:

- aspects of our behaviour policy such as rules and sanctions
- why their actions are considered inappropriate
- the consequences of their actions

It is really important that school staff know the children well and that time is taken to give additional support to pupils who find appropriate behaviour more difficult. A member of staff dealing with an issue should always speak to all the children involved and ensure it is investigated as fully as possible. The member of staff should think of the most appropriate way to follow up an issue with a child, which still in line with our Behaviour Policy, sanctions may be adapted, considering the individual child. For example a one to one session with a familiar member of staff such as the SENDCO, Assistant SENDCO or Learning Mentor.

Induction, training and communication

This behaviour policy:

- is monitored, reviewed and updated on an ongoing basis as necessary, as issues arise and as a result of pupil parent and staff voice
- is shared with all staff on an annual basis, including any other necessary linked training
- forms a key part of the induction process for new staff
- is shared with children at the beginning of the academic year (in child-friendly format) and referred to throughout the year as necessary
- forms a key focus for our home-school liaison
- and a summary of its contents is available on the school website for parents and members of the community

Appendix 1

Sexual Violence and Sexual Harassment Between Children

May 2022

Definitions

Peer on peer abuse

This can take many forms, such as:

- Abuse in intimate personal relationships between peers
- Sexual violence and sexual harassment
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Responding to reported incidents

Following a risk-assessment (see appendix 2 for template-this can be used as a decision-making template as opposed to a paper exercise), reported incidents will be responded to in one of 4 ways:

1. **Manage internally**, where this is considered appropriate in the circumstances, and early help or statutory interventions aren't required
2. **Early help**, as outlined in [chapter 1 of Working Together to Safeguard Children](#), where statutory interventions aren't required.
3. **Referrals to children's social care**, where a child has been harmed, is at risk of harm, or is in immediate danger
4. **Report to the police** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail

Our 'zero-tolerance' approach

If pupils think that any sexually inappropriate behaviour will **only** be punished severely, e.g. with exclusion, they may not report 'lower-level' incidents because they're worried about getting their peers in trouble.

Our response will be:

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

Although we will not tolerate sexually inappropriate behaviour, we will not demonise anyone – we will support and listen to all of the pupils involved and make it clear that the alleged perpetrator(s) will be offered support (see more on this below), so that they can change their behaviour.

Different sanctions will be appropriate for different ‘levels’ of sexual harassment and sexist comments. It is not possible to map out perfectly which sanctions will be used for which behaviours, as context will impact how each incident is handled.

In addition to sanctions outlined in the behaviour policy (red consequence card applied), other appropriate responses might include:

- Discussions between peers, managed by the leadership group
- A letter or phone call to parents (see appendix 3)
- Discussions with community police support
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Suspension (fixed-term exclusion) - length dependent on incident - or permanent exclusion

How to decide what sanction is appropriate

The response to each incident should be proportionate. For example, a ‘lower-level’ incident such as a sexist comment might be addressed through education, the curriculum and the school values.

The importance of safeguarding other pupils will need to be balanced with the need to support, educate and protect the alleged perpetrator(s).

We will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

This is set out in paragraph 464 of [KCSIE](#) (2021).

Exclusion from school will only be used in the most severe cases, for example if the police recommend excluding a pupil after an incident of sexual assault. If this happens and it is still preferable to keep the pupil in school, mitigations must be in place to protect other pupils, such as keeping that child in isolation.

Taking the wishes of the victim into account

Victims should be kept at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). This is set out on page 106 of [KCSIE](#).

Some victims might prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them. For example, if a victim is afraid of how the friends of the alleged perpetrator(s) might react if their friend was removed from class, the victim might prefer to not be put in this situation.

We will listen to the victim(s) and their wishes will inform our response, but ultimately, the leadership group will make the final decision as to what is in the best interests of all involved.

Underpinning a culture of respect

Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. Creating a culture and ethos of respect, tolerance, acceptance and diversity makes it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

The importance of reporting the behaviour

'Lower-level' incidents are far more frequent than severe incidents, and can underpin a problematic 'normalised' culture. We encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

We let pupils know that we will:

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

We make it clear that reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Promoting appropriate sexual behaviours

As well as focusing on what's inappropriate, we help pupils to understand what good and healthy sexual behaviour means.

Our RHE curriculum will cover important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

The DfE's [statutory RSE guidance](#) outlines how your curriculum should now cover these issues through your [relationships and sex education \(RSE\)](#) or [relationships and health education \(RHE\)](#) provision.

Specific BGPS guidance for content and delivery of RSE/HRE can be found here:

J:\Curriculum Subjects\Wider Curriculum 21-22\PSHE Planning 21.22

Showing we are prepared to act, no matter how small the incident

Calling out behaviour as it happens will help all pupils understand what is and isn't appropriate. We use the terms 'acceptable' and 'unacceptable' throughout school, as a clear indication of whether the behaviour is appropriate or not.

If the incident is very 'low level' – for example, a pupil making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't appropriate and ask the pupil to apologise to the victim on the spot.

This can then be used as an opportunity to encourage a class discussion about acceptable/appropriate and unacceptable/inappropriate language.

Staff must then monitor for any recurrence from that particular pupil. All incidents of this nature must be recorded on MyConcern.

Get parents involved immediately

No matter how 'low-level', we let parents know what their child has said or done, and that we would like them to talk about it as a family. This will help:

- Get the parents on board in condemning the behaviour
- Start an important conversation between the pupil and their parents about acceptable and unacceptable sexual behaviour
- Work towards a solution together

This can just be a phone call or a face to face discussion, but It is important that it happens **immediately** and **every time** staff have concerns about their child's behaviour.

Offering support to the alleged perpetrator(s)

Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it is because they are communicating their own experience of abuse.

Offer them a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. Gently but firmly condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experiences.

A plan will be put in place to help them modify their behaviour – this may involve counselling or clinical care. All concerns, incidents and actions must be recorded on MyConcern.

[KCSIE 2021](#) contains more information about how to support the alleged perpetrator(s) – see paragraph 464.

Further Information

For further guidance, please refer to 'Sexual violence and sexual harassment between children in schools and colleges' September 2021:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Appendix 2-Taken from The Key website

Peer-on-peer sexual abuse: risk and needs assessment and version record

Use this template to help you:

- Assess the risks to the children involved in an incident of peer-on-peer sexual abuse
- Meet the recommendations set out in [paragraphs 441 to 447 of Keeping Children Safe in Education \(KCSIE\)](#).

We developed this template with Ann Marie Christian.

How to use this template

(1) We've used "Child A" and "Child B" to signify the children involved, rather than saying "victim" and "alleged perpetrator(s)". This is because you should avoid assigning guilt until a formal investigation has been conducted by the appropriate authorities.

(2) Consider each question/consideration from the perspective of both pupils, and be sure to do this in collaboration with them. Also consider the impact on, and needs of, the wider school community, and record any concerns or actions in the most appropriate column.

(3) Work with your local multi-agency safeguarding team (MAST) when conducting this risk assessment, and update it in response to any advice they provide. Some of the prompts may require input from other MAST agencies. Add specific questions and considerations based on the nature of each incident and on the advice provided.

(4) Keep track of the changes you make:

- Create a new copy of the document
- Update the version number at the top of the risk assessment
- Record what has changed in the update log (at the end of the document)
- Save the most recent version of the risk assessment in the appropriate places (for example, the child's safeguarding file)

(5) This should be a living document – you may need to update it as often as daily based on conversations with, and feedback from, the children and parents involved, feedback from staff, guidance from the MAST, or information from the police and children's social care.

Risk assessment – version [number]

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
<p>Details of the incident</p> <p>Record details of the incident from the point of view of both children</p>	<ul style="list-style-type: none"> • How serious is the incident? Was it a crime? • Were there any other victims? [If yes, add extra columns for each other child] • Do we need to make arrangements to limit contact between the children involved, other than keeping them a reasonable distance apart on school premises including at before and after-school activities? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) • How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident? • Did the incident take place within an intimate relationship between the children? • Are there any related issues, including links to child sexual exploitation and child criminal exploitation? 			<p>Use this column to record additional information that may be relevant</p> <p>For example, previous, unrelated behaviour incidents</p>	

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Social risks	<ul style="list-style-type: none"> • Do the children share a peer group? Are people in their friend group likely to take sides? • Do they both attend your school? • Do other people know about the incident? Do those people understand: <ul style="list-style-type: none"> ○ Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing ○ The importance of confidentiality ○ If, and how, they may need to be involved in any further investigations • Are they likely to be the subject of gossip, bullying or further harassment? • Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)? • Do they risk being alienated from their friend group(s) as a result of this incident? 				

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Physical risks	<ul style="list-style-type: none"> • Do they feel, or continue to feel, physically threatened by the other child? • Do you have reason to believe there is a continued risk to the safety and wellbeing of the children involved, or other pupils and staff? • Is either party at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers) • Do they share classes/break times/etc.? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited? 				
Environmental risks	<ul style="list-style-type: none"> • Do they live in a home where violence or abuse has occurred? • Do they live in or near an area or location known to police to be high risk for sexual harassment or assault? • Are they active on social media? If so, how? Do they know how to protect themselves from online grooming? • What activities do they take part in outside of school? • Are parents clear about: <ul style="list-style-type: none"> ○ How the school (and partner agencies) are handling the incident? ○ Confidentiality? ○ The conduct expected of them while an investigation is ongoing? 				

DATE	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY
	E.g, "Updated lunchtime arrangements"	E.g, "Feedback from Child A"	

Appendix 3

23rd March 2022

Dear Parents,

I wanted to let you know about a safeguarding challenge we are facing within our Year Six at the moment. We are experiencing an increasing number of incidents of children making inappropriate, sexual comments, noises and gestures which they may not necessarily fully understand.

Whilst I understand that children of 10 and 11 years old may be naturally curious about these matters, it is not appropriate for these to be discussed within a primary school setting outside of our PSHE and the agreed Birmingham Relationships lessons taught later in the academic year. Members of the class have reported feeling uncomfortable and unsafe due to this.

Where sexual comments are made in this way, this may be interpreted as sexual harassment and we will be using the '*Sexual Violence and sexual harassment between children in schools and colleges*' guidance [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/guidance/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) which states that schools should adopt a zero tolerance approach to such behaviours. **Where there is clear evidence of sexual harassment as defined in this document or sexual violence, serious consequences will be implemented.**

It is important that we work in partnership to resolve this issue. School will provide lessons about this, following the Birmingham agreed syllabus using appropriate resources. Please access the following websites which are recommended for parents to use to talk to their child about these issues. Please review these and use them to support a discussion with your child.

- [Parentinfo.org](https://www.parentinfo.org)
- [letstalkaboutit.nhs.uk](https://www.letstalkaboutit.nhs.uk)

Please monitor both your child's internet use and access to online streaming providers as some language may be coming from apps such as TikTok and YouTube or programmes on Netflix or Amazon Prime.

24 APPS PARENTS NEED TO KNOW ABOUT

This list is not exhaustive, and will be updated each year to reflect new risks and dangers

THESE APPS CAN EASILY BE USED AS GROOMING TOOLS BY ONLINE PREDATORS LOOKING TO MEET UP & SEXUALLY ABUSE CHILDREN. (UPDATED 2021)

<p>FACEBOOK FACEBOOK allows you to connect with others and share comments, photos and videos. You can add friends, write on people's pages and posts, join groups and play games.</p>	<p>SNAPCHAT SNAPCHAT is one of the most popular apps in recent years. Whilst the app promises that photo's, videos and stories disappear, others can take screenshots of private photo's.</p>	<p>INSTAGRAM INSTAGRAM Kids are creating fake accounts to hide content from their parents, according to police. Messages are also deleted once a user leaves a conversation.</p>
<p>WHATSAPP WHATSAPP allows you to send messages, images and videos in 121 and group chats with your contacts. You can choose to share your live location for up to eight hours with one contact or a group.</p>	<p>KIDSCHAT KIDSCHAT.NET is a free online messaging app for children. You can talk to people you don't know on public forums and via private message. You can access the site as a guest.</p>	<p>SKYPE SKYPE is a platform and app that lets you make audio and video calls to other people around the world. You can also send instant messages.</p>
<p>WHISPER WHISPER is an anonymous social media app that promotes sharing personal secrets with strangers, (new people). It reveals a users location so people can meet up.</p>	<p>CALCULATOR % CALCULATOR % is only one of SEVERAL social media apps disguised as a calculator, the app is actually a secret photo vault to hide photos, videos, files and browser history.</p>	<p>HOT ON NOT HOT ON NOT Strangers rate a user's 'attractiveness' with the aim of real-world meet ups in your local area.</p>
<p>ASK.FM ASK.FM An app where users can anonymously ask questions and receive answers. The app has been featured in a number of cyber bullying cases.</p>	<p>YUBO YUBO Similar to Tinder, the app is designed to allow teens to flirt with each other.</p>	<p>KIK MESSAGING Kik KIK MESSAGING Kik is a messaging app that allows content normally filtered on a home computer.</p>
<p>BURN BOOK BURN BOOK Anonymous rumours can be posted about people through audio messages, texts and photos.</p>	<p>WISHBONE WISHBONE This app allows users to compare kids and rate them on a scale.</p>	<p>GRINDR GRINDR is a dating app geared towards gay, bisexual and transgender people. The app allows people to chat, share and meet up in person based on a GPS location.</p>
<p>SKOUT SKOUT is a location based dating app and website. Whilst people under 17 are unable to share private photo's, Children can easily create fake accounts.</p>	<p>MEET ME MEET ME is a dating social media app that allows users to connect with people based on geographic proximity. The app encourages people to meet in person.</p>	<p>TIK TOK TIK TOK is one of the most popular apps in recent years used for sharing short videos with very limited privacy controls users are vulnerable to explicit material.</p>
<p>TELLOYMN TELLOYMN anonymous messenger app. It calls itself "the most honest place on the internet." Age controls are inconsistent and sexual explicit material can be found.</p>	<p>Zoomerang Zoomerang is a popular app that looks like a harmless messaging app however it allows private anonymous messaging and is location enabled.</p>	<p>BUMBLE BUMBLE is a location based dating app and website. Whilst people under 17 are unable to share private photo's, Children can easily create fake accounts.</p>
<p>FACEBOOK MESSENGER FACEBOOK MESSENGER is one of the most popular message apps in the world. It has already heavily been used by predators and the end-to-end encryption will make it even more unsafe.</p>	<p>BADOO BADOO is a location based dating app and website. Whilst people under 17 are unable to share private photo's, Children can easily create fake accounts.</p>	<p>OMEGLE OMEGLE is a video chat website where users are matched randomly with strangers.</p>

#CHILDABUSEHELP
CHILD ABUSE RESOURCES
WWW.CHILDABUSEHELP.ORG.UK

NSPCC HELPLINE
0800 800 5000

NNECA
NATIONAL NURSING EDUCATION COUNCIL FOR AUSTRALIA
WWW.NNECA.ORG.UK

Please ensure that your child understands that such comments and behaviours will not be accepted at Bordesley Green Primary School.

Thank you for working with us to keep our children safe.

Kind regards,

Mr K.Holmes

Headteacher



12 key strategies for managing pupil behaviour.



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Get powerful, proven behaviour management strategies served straight to your inbox - for free.



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Sign up for our email newsletter and receive helpful strategies and videos about managing behaviour in schools.

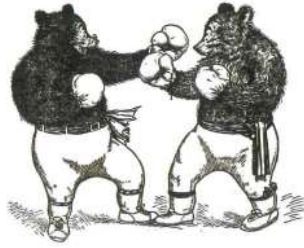


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Visit: beaconschoolsupport.co.uk

Positive behaviour management: 12 key strategies

1. Avoid dead end confrontations

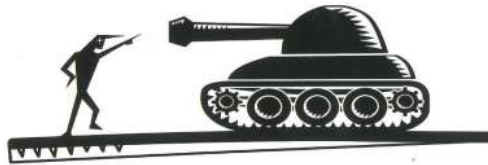


- A dead end conflict is where one side has to win, and one side has to lose.
- If you feel yourself getting sucked into a dead end conflict – abort!
- Look for a way to deflect the conflict.
- Hit the problem side on – not head on.

2. Be assertive

Think about:

- Your posture and body language.
- Your voice.
- Aim for assertive – not aggressive or passive.



3. Think before you speak...



- Give short, direct messages that are easily understood.
- Plan what you are going to say, even if that means waiting a few seconds before you speak.
- Keep instructions short and sweet.
- Always follow through – this goes for rewards as well as sanctions.
- The first time you don't follow through, it teaches the children they may get away with their behaviour. It is worth 'rolling the dice'.

4. ...because you have to follow through.



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5. Don't wait for the car to crash.

- Don't be reactive – once the car has crashed, it's much more difficult to put the pieces back together.
- Be observant and think ahead.
- Intervene early.



6. Be unobtrusive.

Unobtrusive strategies include:

- Eye contact.
- Sending a child on a (fake) job.
- Sending other key players on a (fake) job.
- Changing up teams.
- Diversion / distraction.
- Changing the topic of conversation.

7. Proximity control.



- People behave better when they believe their behaviour is being monitored.
- Standing closer to a group of children sends the message, "your actions are being monitored".
- It can be enough to calm a situation before it develops further.

8. Proximity praise.



- Helps raise the tone by being positive.
- Makes explicit the behaviour you are giving attention for.
- Makes other children feel better about doing the right thing.
- Children acting inappropriately will then often change their behaviour.

9. Remove the audience



- Backing down in public results in humiliation / loss of face.
- Audiences lead to dead end confrontations.
- Where possible, deal with situations quietly, away from peers.
- For oppositional students, try to avoid telling off in public.



10. Use when and then...

- Never argue. Arguments lead to dead end confrontations.
- 'No' can cause issues with oppositional students.
- Deflect arguments with when... and then...

11. ... and be a brick wall.

- If the student argues, become a brick wall.
- Repeat your when... then... instruction in an assertive tone.
- Very difficult to argue with.



12. Praise often.



- Praise is important, because it builds, cements and repairs relationships.
- If the majority of your interactions with a child are negative, they will begin to believe you don't like them.
- (We have to deal with their perception – not reality.)
- Actively seek out opportunities to give out rewards.
- Challenge yourself to give out 10 house points / stickers / team points every day.



free bonus strategy

13. How to give praise.

- Avoid general praise – it's just not as effective.
- Be very clear about what behaviour you are praising.
- Don't sour the praise with 'but'.
- Use, "I like it when...."



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Appendix 5

BORDESLEY GREEN PRIMARY SCHOOL ANTI-BULLYING POLICY

Objectives of this Policy for Bordesley Green Primary School:

Everyone will know that bullying will not be tolerated



What Bordesley Green Primary School believes about bullying:

- We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.
- Bullying of any kind is unacceptable at our school.
- If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.
- We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

- Bullying is hurting another person deliberately and persistently.
- Bullying results in pain and distress to the victim.

What forms does bullying take?

- Name calling – using bad language
- Physical
- Destroying other people's property
- Racist remarks
- Spreading rumours
- Discrimination
- They do it secretly
- Personal remarks/unkind remarks about your family
- Cyber bullying

We understand that bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening)
- Physical: any use of violence
- Racist: racial or cultural taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology i.e. camera & video facilities

We believe that it is important to respond to bullying because:

- Bullying hurts and can ruin lives
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- The school will be a better/safer place
- It stops people being bullied and help the bullies become better people
- Then everyone is confident about school

Role of governors:

- Supports the Head Teacher in eliminating bullying in school
- Monitors incidents and ensures the Head Teacher keeps accurate records of any incidents
- Respond to requests from a parent to investigate an incident of bullying within 10 days of receiving it

Role of Head Teacher:

- To implement the anti-bullying policy
- Ensure all staff are aware of and adhere to the policy
- Ensure ALL staff receive sufficient training to deal with bullying
- To set the school climate of mutual support and praise for success

Role of staff:

- Take all reported incidents of bullying seriously
- Keep records of reported incidents; investigate/report to senior member of staff
- Follow the guidance in dealing with bullying/behaviour management
- Use a range of methods to help prevent bullying to establish a climate of trust and respect

Role of parents/carers:

- If they suspect their child is being bullied they should contact the school immediately
- If they are not satisfied, they should contact the Head teacher
- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school

Role of child:

- **TELL if they are being bullied or suspect that someone else may be being bullied**

Signs and Symptoms

We think that children may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to come to school
- Is alone all the time
- Not doing well in lessons
- Doesn't want to talk to anyone
- Is aggressive
- Shows unusual behaviour
- Appears depressed
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Feels ill in the morning
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong

What we do at Bordesley Green to prevent bullying:

- School Council representatives for each class
- Class Rules
- Displays/posters
- Star Award Assembly to make children feel confident
- Certificates, badges and stickers
- Teachers, teaching assistants and learning mentor to talk to
- Peer Mediation
- SEAL
- Circle Time
- A series of consequences displayed in classrooms relating to behaviour
- Taking part in anti-bullying projects/weeks
- Behaviour and bullying logs

What happens at Bordesley Green if bullying is discovered?

It is important to tell someone so that the school can help

- Report bullying incidents to staff and share what has happened
- We will bring the children together to try and resolve the problem and reach a way forward
- The bullying behaviour or threats of bullying will be reported immediately to a trained DSL (Designated safeguarding Lead) who will investigate.
- In cases of serious bullying, the incidents will be recorded according to our behaviour policy.
- In all cases parents will be informed and will be asked to come into a meeting to discuss the problem
- When necessary, governors will be informed.
- The school may arrange a meeting for both bullied child and child accused of bullying and their parents/carers with a mediator to try to resolve the situation
- If necessary and appropriate, police will be consulted by the Head Teacher
- We want to see people doing the bullying punished so that everyone can understand that bullying is serious but want support for them too so that they can understand their feelings and change their behaviour.
- Punishments will be tailored to age of child and circumstances. Details of punishments may be confidential.
- In serious cases of bullying, suspension or even exclusion will be considered by the Head Teacher with the governors.
- After the incident / incidents have been investigated and dealt with, each case will be monitored by Class Teacher and Senior Staff to ensure repeated bullying does not take place.

This policy cannot stand alone. It has links with:

- Behaviour
- Relationships and growing up
- Safeguarding
- Home/school agreement
- Inclusion policy
- SEN policy
- Disability/Equality policy

This policy has been formulated with staff, parents, pupils and governors of Bordesley Green Primary school.

_____ 's Think Sheet



I can think about my choices and how they affect ME and others.

Class:

Date:

What I chose to do:

kick 	hit 	push 	bite 	scream
run 	not work 	pinch 	say unkind words 	throw something

It made feel:

happy 	sad 	mad 	scared 	frustrated
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Next time I can choose to:

have SAFE feet 	have SAFE hands 	use kind words 	use a SAFE mouth 	ask for a calm break
say "I need space." 	ask someone to "Please stop." 	follow directions 	stay in my work area 	say, "I don't understand."

When I make a positive choice like that:


others will want to be with me 	others will feel good around me 	others want to play with me 	people will know that I am kind 	I will feel proud of myself
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Child's Signature:

Adult's Signature:



Appendix 8

		Bordesley Green Primary School Behaviour Record Sheet		Child's name	Sheet Number
Date	Warning or Consequence?	Description	Staff	Who else was notified?	

Staff note – information on this sheet will be available to parents as part of the Subject Access Request process