

# Behaviour and Discipline Policy



*'We can and we will'*

**GLEBE PRIMARY SCHOOL**

## **BEHAVIOUR AND DISCIPLINE POLICY**

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### **Mission Statement:**

At Glebe School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their potential academically, socially and emotionally.

### **Definition of Discipline:**

We define discipline as a system and ethos which aims to cultivate in pupils a recognition and acceptance of responsibility for their own decisions and actions and for their consequences.

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## **Positive School Discipline:**

- An agreed system of curriculum delivery, which aims to create a code of behaviour which is known and accepted.
- Consistent implementation of this at all levels
- Acknowledgement of those who keep the spirit of the code.
- Deliberate teaching to develop self-discipline and responsibility.
- Addressing inappropriate behaviour that is outside the code.

## **Aims:**

1. To develop in pupils a sense of self-worth, self-discipline and an acceptance of responsibility for their own actions.
2. To promote proper regard for authority and mutual respect between all members of the community.
3. To create the conditions for an orderly community in which effective learning can take place, and where there is proper concern for the environment.
4. To encourage good behaviour on the part of the pupils and positive social interaction in the community.
5. Define what we consider to be unacceptable behaviour, including bullying and discrimination

Such aims can be best achieved in the framework of a relaxed, pleasant atmosphere, in which pupils are able to give of their best, both in the classroom and in extra curricular activities and are encouraged and stimulated to fulfil their potential.

This, in turn, demands a positive policy of encouraging good attitudes and setting a good example. Praise, encouragement and incentives will be given whenever possible. However, it is acknowledged that sanctions will be used when appropriate. The attitude of the staff is of great importance. It is they who determine the environment in which positive staff/pupil relationships can develop.

In order to create and maintain a consistent approach we seek the active co-operation and support of the parents and governors in our policy aims.

## **Legislation:**

This policy is based on advice from the DFE on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2022](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)

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- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Preventing and Tackling Bullying 2017](#)
- [Preventing and Tackling Bullying guidance for headteachers](#)
- [When to Call the Police Guidance for Schools](#)
- [UKCCIS Tackling Race and Faith Targeted Bullying Face to Face and Online A short guide for schools](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

The guidance on sexual violence and sexual harassment between children in schools and colleges is available within [keeping children safe in education](#) and the official document from before has been withdrawn.

***This should be read in conjunction with our Anti-Bullying Policy and our Safeguarding Policy.***

**In accordance to guidance from the department for education (DfE), this policy must be published online (School Information (England) Regulations 2008).**

### **Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

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- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will **follow our child protection and safeguarding policy**.

### **Bullying**

There is an increase in the use of the term "bullying," to describe every situation in which someone says or does something that hurts another person's feelings. This is not only unhelpful as it prevents us from being able to swiftly put the right support in place for the child, it also minimizes the seriousness of real bullying as well as the experiences for people who really are a victim of bullying. As such, it is imperative that the whole Glebe community understand the distinctions between the terms; "teasing, rude, mean, conflict and bullying so we can better identify the offending behaviour and take appropriate action.

We use the following definitions to distinguish between these issues:

- **Teasing:** When someone says something in fun and playful way.
- **Rude:** When someone **unintentionally** says or does something that is hurtful and is not repeated
- **Mean:** When someone **intentionally** says or does something hurtful and is not repeated
- **Conflict:** When 2 or more people **disagree** or **argue** and **both sides share their views**.
- **Bullying:** When someone **repeatedly** says or does things **intentionally, targeting the same individual despite being told to stop or the other person showing they are upset, and/or with an imbalance of power (or threat of power)**.

**Bullying** is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Targeted towards the same individual
- Difficult to defend against

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Bullying can include:

<b><u>TYPE OF BULLYING</u></b>	<b><u>DEFINITION</u></b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy**, which can be found at:

<https://www.glebe.hillingdon.sch.uk/page/?title=Attendance+%26amp%3B+Behaviour+Policies&pid=101>

### **Racial Bullying**

We need to report racist bullying incidents in some circumstances. We must report bullying (including racist bullying) incidents to:

- The LA's children's social care team (and the police, if appropriate), **if** we think the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm" (see page 6 of this DfE guidance)
- **The police**, **if** the incident could be a criminal offence or pose a serious threat to a member of the public (this applies whether it happened on or off school premises).

### **The School Behaviour Curriculum:**

The school rules are kept to a minimum and are intrinsically linked to the Golden Time ethos. At the beginning of each school year the class teacher and the children agree a set of class golden rules which are there for the health and safety of everyone but also to give the children ownership of the rules, thereby giving them an incentive to adhere to them. These rules reflect the fact that Glebe is a community not just a building. The following are a set of guidelines when creating the rules – these are 'translated' into child-friendly language to ensure full understanding.

### **The Glebe Way**

1. We can and we will always try our best in all that we do.

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2. We can and we will wear our uniform with pride.
3. We can and we will work together as a school community.
4. We can and we will walk sensibly around the school.
5. We can and we will always be polite and show our best behaviour
6. We can and we will take pride in our work and be proud of what we achieve.
7. We can and we will be friendly, respectful and caring to one another and our school building.
8. We can and we will listen and learn.
9. We can and we will always be ready for lessons with a positive attitude and the correct equipment.
10. We can and we will be determined and never give up.

Pupils are therefore expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### **Mobile Phones**

Only Year 6 are allowed to bring mobile phones into school. They must be handed to their teacher at the beginning of the school day.

### **Rewards and Recognition:**

**Rewards must be seen as the positive side of discipline. In keeping with the Golden Time ethos, children are entitled to a possible 30 minutes of Golden Time on a Friday afternoon (this is time for the class to enjoy chosen activities, such as arts, crafts and technology).**

#### **Praise and recognition should:**

1. Be given promptly.
2. Specify the accomplishment.
3. Show spontaneity.
4. Give information about the value of the accomplishment.
5. Use pupil's own previous performance as the basis for comparison.
6. Attribute success to pupils' own efforts and abilities.

#### **Praise can be given in many ways:**

1. Send a good work/ behaviour text to parents.
2. Send a positive message via the class Dojo.

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3. A quiet word or encouraging smile.
4. A written comment on a child's work.
5. Individual class reward systems e.g. Dojo points, stickers, house points, golden time, merit marks, smiley faces, etc.
6. A visit to the Head or Deputy Head Teacher for commendation.
7. Presentation in assembly of Award Certificate, Homework Certificate, Great Glebe Challenge Maths Certificates, a public word of praise to group, class, year group or school.
8. A public acknowledgement by presentation at assembly.
9. Use of annual written report to comment favourably, not only on work and academic achievement, but on behaviour and general attitude.

### **Responsibilities:**

**At Glebe School, we aim to help the children to become positive, responsible and increasingly independent members of the community. We teach them to take responsibility for their own decisions and actions.**

All teaching and non-teaching staff take responsibility for monitoring behaviour in the school. In addition, responsibility can be explained as follows:

1. School Staff are responsible for:
  - o Creating a calm and safe environment for pupils
  - o Establishing and maintaining clear boundaries of acceptable pupil behaviour
  - o Implementing the behaviour policy consistently
  - o Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
  - o Modelling expected behaviour and positive relationships
  - o Providing a personalised approach to the specific behavioural needs of particular pupils
  - o Considering their own behaviour on the school culture and how they can uphold school rules and expectations
  - o Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
  - o Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

2. The Deputy Head Teachers and Phase Leaders will assist the Head Teacher in promoting desirable behaviour. They will also support the Head Teacher in dealing with children who persistently offend and those who have committed serious offences. In the absence of the Head Teacher, the Deputy Heads will take on overall responsibility for behaviour and discipline throughout the school and ensure that incidents are documented on CPOMS( Child Protection Online Management System).
3. The Head Teacher will be responsible for
  - o Reviewing this policy in conjunction with the governing body
  - o Giving due consideration to the school's statement of behaviour principles (appendix 1)
  - o Approving this policy

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- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log (on CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

4. The governing body has the responsibility for:

- a. Reviewing and approving the written statement of behaviour principles (appendix 1)
- b. Reviewing this behaviour policy in conjunction with the headteacher
- c. Monitoring the policy's effectiveness
- d. Holding the headteacher to account for its implementation

5. Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6. Pupils will be made aware of the following during their induction into the behaviour culture:



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- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

### **Sanctions:**

In *Behaviour and Discipline in Schools Advice for Headteachers and School Staff* it explicitly states that;

- "Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.
- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
  - 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
  - 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;
  - 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them."

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

- In any disciplinary system, the emphasis must always be on the positive approach of encouragement and praise, rather than the negatives of sanctions and criticism.
- It is essential that the pupil understands that it is the behaviour which is not acceptable and not the pupil as a person.
- It is necessary that pupils should learn from experience to expect fair and consistently applied sanctions for bad behaviour.
- The distinction must be clearly made between serious and minor offences (these are detailed concisely in our Behaviour Structure)
- Rules will be applied consistently by all staff but there must be sufficient flexibility in the use of sanctions to take into account individual circumstances and the age of the child.
- The inappropriate and unacceptable behaviour of a pupil should be seen as a problem for all staff.
- Imposing sanctions on whole groups will be avoided where possible – this is helped by the introduction of Golden Time.
- Where appropriate, time should be taken to talk about the undesirable behaviour, whether in class, assembly, group or individually.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour (please refer to our behaviour matrix for more information):

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility or representing the school in an event
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract

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- Putting a pupil 'on a behaviour passport'
- Removal of the pupil from the classroom
- Internal exclusion
- Suspension (fixed term exclusions)
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Internal exclusion is an internal process within the school and is used when the objective is to remove the pupil from class, not from the school site, for disciplinary reasons. Internal exclusion offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of internal exclusion should be for the shortest time possible. Pupils work under the supervision of an LSA – (where this is not possible, under the supervision of HT, DHT or SENCO). Pupils should understand that they will be required to complete set work whilst excluded from class.

The school will carefully consider the need to withdraw approval for a pupil participating in a school trip (either single day or residential) if it is felt that their behaviour is such that the pupils' own safety and that of others is at risk by them attending. Senior Leaders will not take this decision lightly and will only do so once it is clear that all other options have been exhausted. This would include the pupil consistently failing to comply with adult requests on a frequent basis and the pupil making minimal progress against the targets set in their individual Behaviour Support Plan.

The ultimate sanction, exclusion, remains essentially a threat which must be reserved to allow room for manoeuvre.

For pupils who have Social, Emotional and Mental Health (SEMH) difficulties, we will work in partnership with outside agencies and the family to create an individualised Behaviour Support Plan.

**Please refer to the attached Behaviour Matrix, which documents possible offences and the resulting actions taken by the school.**

Each class teacher keeps a Class Behaviour Log in which they record the date, nature and consequence of any poor behaviour that occurs in class.

The Head Teacher keeps a whole school Behaviour Log (on CPOMS - *Child Protection Online Management System*) in which they date and record more serious incidents which have been brought to their attention. The Deputy Head Teachers also record which sanction has been delivered in accordance with the Behaviour matrix. More serious offences lead to a letter being sent home to the parents of the child concerned or a meeting with the parents.

If a child is continually breaking class rules or behaving badly during break times, a Behaviour Passport is introduced. This is effectively a reward chart system – the school day is broken down into sessions and the child is awarded smiley faces, stickers, grades (e.g. a mark out of 5) or comments (dependant on the age of the child) based on how well they have behaved during each session. A weekly target is agreed between the school, child and parent for the child to strive towards. If the child achieves their target an agreed reward is given.

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## **Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **Off-Site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

## **Online Misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected Criminal Behaviour**

If a pupil is suspected of criminal behaviour, the school will conduct an investigation as to whether any criminal behaviour took place and then will report the incident to the police, if deemed it has occurred.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, or a member of the safeguarding team, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Confiscation**

**Any prohibited items (listed on pages 3 & 4) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Searching a Pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff and ensure a written record of the search is kept.

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If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher or a member of the safe guarding team, who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified on pages 3 & 4 but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Bags
- Pencil cases
- Lunch boxes

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A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed on pages 3 & 4) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing Parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip Searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

## Behaviour and Discipline Policy

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### Communication and Record-Keeping

Where reasonably possible and unless there is an immediate risk of harm, **staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place** and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### Who Will be Present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### Care After a Strip Search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).



## Behaviour and Discipline Policy

Staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

***Please refer to our Safeguarding Policy and our Statement of Procedures for Dealing with Allegations of Abuse Against Staff for more information on responding to allegations of abuse against staff or other pupils.***

### **Removal From Classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

## Behaviour and Discipline Policy

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with the Pastoral Support Worker
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal and any protected characteristics of the pupil in the behaviour log.

### **Fixed Term and Permanent Exclusions:**

Only the Head Teacher (or acting Head Teacher) has the power to exclude pupils from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, they must inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond 5 days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which considers any exclusion appeals. When an appeals panel meets to consider an exclusion they take into account the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and deliberate as to whether a pupil should be reinstated. If the appeals panel decides that a pupil should be reinstated the Head Teacher must comply with this ruling.

***Please refer to the Exclusion Policy for more Details.***

### **Zero-Tolerance Approach to Sexism, Sexual Harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

'Lower-level' incidents can be more frequent than severe incidents and can underpin the problematic 'normalised' culture Ofsted refers to in its review. We will dismantle this by encouraging pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

## Behaviour and Discipline Policy

We will:

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be, as 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

The school's response will be:

- **Proportionate**
- **Considered**
- **Supportive**
  
- **Decided on a case-by-case basis** depending on the age and stage of the children involved. We will use the: Brook Sexual Behaviours Traffic Light Tool to determine this (*Appendix 2*).

### **How to decide what sanction is appropriate**

We must show that we are prepared to act, no matter how small the incident. The response to each incident should be proportionate. For example, a 'lower-level' incident - such as a sexist comment – maybe addressed through educating the children on equality, appropriate and gender inclusive language and mutual respect. Or 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 OK and ask the pupil to apologise to the victim on the spot. If they apologise, make sure staff keep an eye out for any recurrence from that particular pupil. If they refuse, escalate the incident to a more serious sanction.

There are four likely outcomes when managing any reports of sexual violence and/or sexual harassment:

- a) **Manage internally**
- b) **Early help**
- c) **Referrals to children's social care**
- d) **Reporting to the police**

**We will always get parents involved in a timely manner.** We will not just file an incident away, no matter how 'low-level'. We will let parents know what their child has said or done and that we'd like them to talk about it as a family. This will help us:

- 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 quick phone call but it's important that it happens **quickly** and **every time** staff have concerns about a child's behaviour.

## Behaviour and Discipline Policy

We also must balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). To do this 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 456 of KCSIE 2022](#).

We will use exclusion from school only in the most severe cases, for example if the police recommend we exclude a pupil after an incident of sexual assault.

***Please see our behaviour matrix for sanctions.***

### **What is sexual harassment?**

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. ([paragraph 452 KCSIE 2022](#))

Whilst not intended to be an exhaustive list, sexual harassment can include:

- **sexual comments**, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- **sexual "jokes"** or taunting;
- **physical behaviour**, such as: deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- **online sexual harassment**, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

### **Promoting appropriate sexual behaviours**

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

Our Relationships, Sex and Health Education (RSHE) curriculum will cover important areas such as:

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

***Please refer to our RSHE policy for more details.***

### **How do we respond to reports of sexual violence and sexual harassment**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Guidance from the Department For Education (DfE) is clear that it does not attempt to provide (nor would it be possible to provide) detailed advice on what we should do in any or every particular case; it provides effective safeguarding practice and principles for us to consider in our decision making process.

## Behaviour and Discipline Policy

Ultimately, all decisions in Glebe will be made on a case-by-case basis. The Designated Safeguarding Lead (DSL) and safe guarding team will take the leading role and will use their professional judgement, supported by other agencies, such as children's social care and the police as required.

Some situations are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law; and
- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

Our basic safeguarding principle is: if a child has been harmed, is in immediate danger, or is at risk of harm, a referral should be made to children's social care. A social worker should respond to the referrer within one working day to explain what action they will be taking.

We will usually inform parents that we are making a referral to children's social care. However, it may be that we have assessed the situation and believe that a referral is needed without parental knowledge in order to safeguard students involved. Once a referral is processed children's social care will consider if early help, section 17 and/or 47 statutory assessments are appropriate (see *Keeping Children Safe in Education for an explanation of this process*). We will support in an early help assessment, child protection enquiry, strategy discussion and child protection conference.

If there has been an alleged case of sexual assault, we will work closely with the police as rape, assault by penetration and sexual assaults are crimes. Where there is a report of a rape, assault by penetration or sexual assault, the starting point is it should be passed to the police who will advise and log according to their own guidelines.

We are aware that incidents of sexual violence and sexual harassment that occur online (either in isolation or in connection to offline incidents) can introduce a number of complex factors. These include the potential for the incident to take place across a number of social media platforms and services and for things to move from platform to platform online. It also includes the potential for the impact of the incident to extend further than our local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. We will act in accordance with our Anti-Bullying policy and our Social Network Policy, if we are made aware that our students are using online platforms which in any way jeopardises the safety of other members of our school community.

***Please refer to our safe guarding policy for more detailed information about our ongoing responses, managing the disclosure, confidentiality, risk assessments, supporting the victim and the alleged perpetrator and safe guarding.***

### **Responding to misbehaviour from pupils with SEND**

#### **Recognising the impact of SEND on behaviour**

## Behaviour and Discipline Policy

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach may include examples such as:

- *Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long*
- *Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher*
- *Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema*
- *Training for staff in understanding conditions such as autism*
- *Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload*

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- *Was the pupil unable to understand the rule or instruction?*
- *Was the pupil unable to act differently at the time as a result of their SEND?*
- *Is the pupil likely to behave aggressively due to their particular SEND?*

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

## Behaviour and Discipline Policy

*When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.*

### **Pupils with an education, health and care (EHC) plan**

*The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.*

*If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.*

### **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

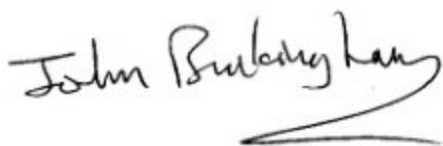
### **Monitoring and Review:**

This policy is monitored on a day-to-day basis by the Head Teacher who reports to the governing body about the effectiveness of the policy on request. The Head Teacher is responsible for keeping a record of serious offences and exclusions.

This policy will be reviewed regularly as part of the school's rolling programme of policy review.

**Reviewed: September 2023**

**To be reviewed: September 2024**



### **Chair of Governors**

#### **Appendix 1: Written Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

***This written statement of behaviour principles is reviewed and approved by the Curriculum and Policies Committee annually.***



## Appendix 2: Brook Sexual Behaviours Traffic Light Tool



### Behaviours: age 0 to 5

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

#### What is a green behaviour?

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

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

#### What is an amber behaviour?

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

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

#### What is a red behaviour?

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

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

#### What can you do?

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

#### Green behaviours

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

#### What can you do?

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

#### Amber behaviours

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

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

#### Red behaviours

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

Print date: 17/06/2014 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

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



### Behaviours: age 5 to 9

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

#### What is a green behaviour?

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

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

#### What is an amber behaviour?

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

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

#### What is a red behaviour?

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

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

#### What can you do?

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

#### Green behaviours

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

#### What can you do?

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

#### Amber behaviours

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

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

#### Red behaviours

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

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

## Behaviours: age 9 to 13

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

### What is a green behaviour?

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

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

### What can you do?

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

### Green behaviours

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

### What is an amber behaviour?

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

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

### What can you do?

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

### Amber behaviours

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

### What is a red behaviour?

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

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

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

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