Local Procedure Title	**Positive behaviour management and support**
Service	**Roehampton Gate School**
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1. Introduction

The primary purpose of RHG's Positive Behaviour Support (PBS) policy is to ensure that everyone feels safe and supported in their learning environment. We strive to foster a culture where positive behaviour is encouraged and celebrated. Every child deserves the opportunity to learn in a calm, safe, and supportive setting where disruption is minimised. Our PBS policy reflects our desire to develop a positive learning environment which minimises bias and promotes inclusivity for all.

Positive behaviour is achieved through a positive and consistent school culture, underpinned by a commitment to our vision and values.

Vision
RGS is dedicated to supporting young people to achieve their potential, empowering them with knowledge, skills and opportunities. Guided by our core values of success, confidence and respect, we create an environment where everyone can succeed.
Values
Success

- **Learn to learn wherever you are**
- **Right place right time**
- **Try everything once**
- **Set goals for your future**

Confidence

- **Celebrate your superpowers**
- **Understand your targets**
- **Follow instructions to make progress**
- **Use appropriate language and choose your words carefully**

Respect

- **Recognise and respect diversity**
- **Keep your hands, feet and personal comments to yourself**
- **Eat and drink in appropriate places and look after our school environment**
- **Reflect on your behaviour and restore relationships**

2. Behaviour Principles

Supporting children to manage their behaviour ensures a calm and safe learning environment for all. This includes:

- Provide support and reasonable adjustments for children with special educational needs and disabilities (SEND) to help them maintain positive behaviours.
- Build positive relationships with children and their families to understand their needs and challenges.

- Ensure everyone treats each other with dignity, kindness, and respect.
- Set high expectations for children's behaviour and promote a positive learning environment.
- Make sure our expectations are understood and applied fairly and consistently.
- Promote positive behaviour looks like and how to achieve it.
- Establish clear systems and routines in the classroom and throughout the school.

All members of the school community are responsible for creating positive, safe environments in which:

- Bullying, physical threats or abuse and intimidation are not tolerated
- Children are safe and everyone is treated respectfully
- Any incidents of bullying, including cyber bullying, prejudice-based and discriminatory bullying, derogatory language (including name calling), harassment, violence and aggression are dealt with quickly, fairly and effectively

3. Legal, Statutory requirements and Statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2022
- Working Together to Safeguard Children 2018 (publishing.service.gov.uk)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Mental health and behaviour in schools guidance
- Special Educational Needs and Disability (SEND) Code of Practice.
- Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

4. Related Aspris policies

- Attendance
- Anti-bullying
- Child Protection and Safeguarding
- Equality and diversity
- SEND
- Staff Code of conduct
- Suspension and Exclusion
- Whistleblowing

5.   Leadership and Management

Governors

Governors are responsible for monitoring the effectiveness of the PBS across the school and will hold SLT to account for the successful implementation of the policy, including ensuring consistency between all groups of children, especially those with protected characteristics

Head teacher

The head teacher is responsible for setting and maintaining the behaviour culture of the school and ensuring that all staff and children feel safe and supported.

The head teacher will:

- ensure that the school has high expectations of children's conduct and behaviour, ensuring clear routines and rules, and that this is understood and applied consistently and fairly by all staff
- aim to prevent all forms of bullying, including cyberbullying, prejudice-based and discriminatory bullying, harassment, violence and aggression
- together with the leadership team, be highly visible in school to engage with children, staff and parents to model and promote high standards of behaviour
- ensure that all staff are successfully inducted into the school's behaviour culture and systems, and will make sure that all staff receive regular high-quality training on behaviour guidance, routines and strategies
- ensure all staff act as positive role models for behaviour with high standards of personal and professional conduct
- ensure that safeguarding and child protection concerns are identified and managed effectively, and children are offered support rather than sanctions when appropriate
- ensure parents are aware of the school's expectations and wherever possible, partner with them to promote our positive behaviour ethos
- regularly seek 'children's voice' to understand the views and experiences of behaviour in the school and review our policy as appropriate.
- regularly review behaviour data and take any necessary steps to eliminate discrimination, reduce bias and ensure compliance with equality laws
- ensure the behaviour curriculum, including expectations, routines and expectations are explicitly taught to children, and understood by all
- Ensure children receive education on positive healthy relationships in all contexts, including online and offline relationships, so they can identify prejudice, discrimination and bullying

Teachers

Teachers are responsible for managing behaviour effectively to ensure a calm and safe learning environment for all children[1]

DfE Teachers' Standards: see Teacher Standard 7 (https://www.gov.uk/government/publications/teachers-standards)

Teachers will:

- Consider first whether a child's behaviour may be due to a safeguarding or child protection concern or an unmet need (e.g., unidentified or identified SEND, a mental health or other contextual factors) and adapt approaches accordingly

- Have clear expectations and routines for behaviour in classrooms, and take responsibility for promoting positive and courteous behaviour both in classrooms and around the school, in accordance with the behaviour policy and agreed teaching and learning routines
- Have high expectations of behaviour, and establish a framework for consequences with a range of strategies, using praise, consequences and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to the individual needs, promoting the benefits of positive behaviour.

All staff

All staff are responsible for consistently implementing our behaviour policy to secure excellent standards of behaviour

All staff will:

- Model and maintain positive relationships with children, providing examples of positive behaviour, and encouraging pupils to ask for help when needed
- Uphold the whole school's approach to behaviour by modelling and teaching routines, values and standards in every interaction
- Address behaviour swiftly and act decisively when behaviour, including the use of discriminatory language, falls below the expected standards

Children

Children are responsible for following the PBS policy and upholding the school rules. Most children will understand the behaviour expectations of the school and meet these standards with little support. However, some children will need significant and on-going support, to:

- Be made aware of the schools behaviour standards, expectations, rewards and consequences
- Receive an induction process; appropriate to their understanding, including those who are admitted mid-year, that familiarises them with the schools behaviour culture, expectations and routines
- Receive regular and explicit teaching of behaviour expectations throughout the academic year
- Be educated about healthy relationships in all contexts, both online and offline, and to understand their rights and responsibilities regarding their behaviour
- Be made aware of the pastoral support that is available to them to help them meet the behavioural expectations.
- Be asked about their experiences of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy

Parents

Parents are jointly responsible for working in partnership with the school to support and reinforce the behaviour policy.

Parents will collaborate with us to:

- Promote a positive culture of behaviour and celebrate their child's successes and achievements

- Get to know the school's behaviour policy and support the ethos and values of the policy.
- Support their child in meeting the expectations within the schools behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with relevant staff.
- Contribute in any pastoral work when required
- Communicate any concerns about the management of behaviour with the school directly to SLT

6. Behaviour Expectations

For secondary Students
- Be ready to learn
  - o Be on time to all lessons
  - o Be responsible for your own learning
- Be respectful
  - o Respect yourself, others and your environment
  - o Be polite, kind and considerate
  - o Listen to others and expect to be listened to
- Be safe
  - o Move quietly and calmly around the school building
  - o Eat and drink in appropriate places
  - o Be in the right place at the right time

For primary Students :
- Be ready to learn
  - o Show a positive attitude towards all learning
  - o Try your best in all subjects
- Be respectful
  - o Respect yourself, others and your environment
  - o Be kind
  - o Be quiet when someone else is talking
- Be safe
  - o Keep your hands and feet to yourself
  - o Walk when in the school building
  - o Take care of each other

7. Safeguarding

The school recognises that changes in behaviour may be an indicator that a child requires support or protection. All staff should maintain professional curiosity and proactively consider whether a child's behaviour, including misbehaviour, may be linked to them suffering, or being likely to suffer, significant harm.

Any safeguarding or child protection concerns must be reported to the Designated Safeguarding Lead (DSL) immediately, using CPOMS. The DSL, after consulting with appropriate staff or other agencies, will determine whether early help intervention or a referral to children's social care is appropriate.

8. Behaviour expectations and SEND

At the school, we will make reasonable adjustments for behaviour according to individual needs. Examples of reasonable adjustments include:

- Providing equipment for children who struggle with memory and organisation
- Allowing 'time out' for a short movement break or to go to a safe space when feeling overwhelmed
- Allowing children to move or use a fidget toy agreed by the school
- Adjusting uniform requirements if there are sensory or medical issues
- Adjusting seating plans for children who have visual, hearing, sensory, attention or other areas of need
- Providing a visual timetable showing what is happening now and what is coming next and making sure any changes are communicated in advance
- Access to pastoral support throughout the day
- Opportunity to reflect at the end of each day
- Access to counsellor and qualified therapist (OT and SaLT)

The SENCO, school staff, together with any specialists, and involving the child's parents, will consider a range of evidence and effective teaching approaches, appropriate equipment, strategies, and interventions to support the child's progress. Outcomes to be achieved, as a result of any additional support will be agreed, including a date by which progress will be reviewed.

Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

9. Responding to Positive Behaviour

Children learn best when they feel safe. This will be achieved through our clear expectations and routines, consistently applied with reasonable adjustments if appropriate. All staff will strive to create a positive and supportive environment in the classroom and around the school using positive language, modelling and relationships based on dignity and respect. This helps children to engage in and make good progress with their learning and can promote staff and child health and wellbeing.

The school recognises that acknowledging positive behaviour encourages further positive behaviour. Communicating positive behaviours to parents can also be an effective way to motivate children to behave well.

When a child's behaviour meets or goes above the expectations, staff will recognise this through positive rewards, and celebrations

The school will demonstrate a fair and clear application of rewards to support the routines, expectations, and norms of the schools to promote a positive behaviour culture.

These are
- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

- Whole-class or year group rewards, such as a popular activity

10.	**Responding to behaviour that is below the expected standard**

Responses to unwelcome behaviour will always be made with the aim of helping children to make better decisions and choices in the same or similar contexts in the future. For most children, a gentle reminder or nudge in the right direction is all that is needed. However, for some children, more supportive measures and interventions will be required.

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment. All staff will manager behaviour without delegating either the task or the accountability. The best person to manage the behaviour of a child is the class teacher or the member of staff who was there at the time.

Staff will endeavour to create a predictable environment by always responding to behaviour that falls short of expectations, in a consistent, fair, and proportionate manner, so children know with certainty that behaviours will always be addressed.

When managing behaviour, staff will also consider the possible impacts of trauma, using the "connect before you correct" approach, and looking beyond the challenging behaviour displayed and questioning what feelings and emotions might be driving the behaviour.

Low level disruptions

Low level disruptions are behaviours which are not directly confrontational or challenging, but which nevertheless disrupt the teaching and learning environment. If allowed to continue, the concentration and learning of other children can be impacted. Staff will always consider whether low level disruptions are because of a safeguarding concern, an identified or unidentified SEND or mental health need.

To reduce the potential for low-level disruptions escalating to more serious behaviour breaches, staff will intervene quickly and calmly using the following de-escalation techniques. This list is not exhaustive, and staff may use responses tailored to the individual needs of a child:

- Ensure that, if appropriate, all reasonable adjustments have been implemented e.g., use of a fidget toy, strategies agreed for individual pupils. (Pupil Passport)
- Use eye contact, hand signals or questions to distract and to signal their behaviours have been noted
- Using first names, check the child's understanding of what it is they need to do
- Use clear, consistent language to explain the task and expected behaviours
- Use positive language, signals and praise for doing the right thing
- Stand closer to the child (being aware of their personal space) to signal their behaviour is being monitored
- Verbalise self-regulation techniques and offer support e.g. 'I can see you are becoming anxious/stressed/annoyed, try taking three deep breaths and then we can look at this task together'
- Remind the child of expected behaviours again and consequences for further disruption
- Ensure continuous assessment of the situation to maintain a focus on de-escalation.

Low level disruptions can also occur outside of the classrooms, while moving around the school and during break and lunch times. Staff, including [site supervisors, lunchtime supervisors etc], will apply the same approaches and intervene quickly and calmly using the de-escalation techniques outlined

11.	**Consequences**

Where behaviours continue to cause concern or there or behaviours escalate to a higher level of concern and risk, we may have to apply a consequence. When taking this action, the school will consider the following:

- That any contributory factors have been identified and considered e.g. if a child has suffered bereavement, abuse or neglect, has mental health needs, is subject to bullying, has identified or unidentified SEND, is subject to criminal exploitation, or is experiencing significant challenges at home
- Whether the misbehaviour gives cause to suspect that a child is suffering, or is likely to suffer, harm. If this is the case, staff will follow the Aspris Child Protection & Safeguarding policy and speak to the DSL or deputy at the earliest opportunity

Staff will apply de-escalation techniques to avoid the use of a consequence wherever possible. However, staff can apply consequences to children whose behaviour falls below the standard which could reasonably be expected of them. Staff can issue consequences when relevant, this includes offsite activities, and trips.

Consequences will be reasonable and proportionate and consider any special circumstances. Staff will ensure a culture of de-escalation is maintained and avoid escalating consequences too rapidly. Wherever possible, staff will implement the pre-consequence' steps calmly and with care, allowing 'take up time' between each aspect of support given.

Following any consequence, we will support the child to reflect on and understand their behaviour. This could be a short 'check-in' conversation or a longer more restorative meeting, depending on the individual circumstances. Staff will work together to understand a child's context as this will inform effective strategies to support pupils and manage more complex behaviour.

We will plan and use age/developmentally appropriate strategies and interventions to support a child, without lowering expectations for any child's behaviour.

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Level	Possible pre consequence support	consequence	Possible post consequence support
1. Low Level	See above		▪
2	▪ If appropriate, provide the child time to refocus and calm down ▪ Reminder of behaviour expectations and consequences for non compliance ▪ Refer to previous excellent behaviour/learning as a model for the desired behaviour ▪ Short conversation outside of classroom ▪ Move location within classroom ▪ Remain for a short discussion after the session	▪ Pastoral intervention in classroom ▪ Pastoral Manager intervention	▪ Communication with parent or career ▪ Restorative conversation with relevant staff members or peers if required ▪ Pastoral debrief with the child to explore the functions of the behaviour. ▪ Supports plans and risk assessments updated
3	Once all de-escalation techniques outlined above have been tried	▪ Out of class Support, pastoral room or 1:1 intervention room and sensory room ▪ Intervention with SLT ▪ Lost learning	▪ Communication with parent / carer ▪ Meeting with parent / carer (if required) ▪ Restorative conversation with relevant staff member or peers ▪ Behaviour for learning report ▪ Mentor intervention ▪ Referral to counsellor (if required) ▪ Whole school debrief ▪ Supports plans and risk assessments updated ▪ Reported and logged on engage
4	Non negotiables: ▪ Physical violence ▪ Protected characteristics ▪ Serious damage to property ▪ Repetitive intentional hurting of one person or	Internal or external Suspension (see below for further details)	Reintegration strategy plan (Appendix 2)

	group by another. (in person or virtual)		

Level 3 - **Out of class support**

Removal from the learning environment will only be considered once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal from classroom as a consequence, does not include circumstances in which a child is asked to step outside the classroom briefly for a conversation with a member of staff and asked to return following this. It also does not include the use of planned intervention or therapeutic work to support with behaviour.

If a child is removed from class, parents/carers will be informed the same day. If a child has a social worker, or they have a Child in Need plan, a Child Protection plan or are looked-after, we will notify the social worker of the removal taking place. If a child is looked after, their Personal Education Plans will be reviewed and amended to include behaviour support and intervention considering the reasons for removal from class.

The behaviours that may lead to removal from class include the following (note this list is not exhaustive): [e.g repeated verbal abuse, repeated refusal to engage, threatened violence against child or staff etc]

Children who are removed from class will attend the pastoral or intervention room. Our aim is to provide an opportunity for the pupil to regulate and calm, the pupil may continue their learning within the intervention space until such a time as it would be appropriate for them to return to their class group.

Staff will record all incidents of removal from the classroom along with details of the incident that led to removal, and any protected characteristics of the child on Engage.

We will collect, monitor and analyse data to examine trends and patterns in order to measure the effectiveness of our behaviour management strategies. This information will be used to provide timely intervention and support to children, including a pastoral review and/or investigation by the DSL and/or SENCO. Any situation that may require an investigation will be fully communicated to the parents, with timely updates provided prior to the outcome.

This data and the impact of interventions to support behaviour is reviewed at the Governing Body meetings.

Level 4 - **Internal Suspension, and Not meeting needs**

Suspension will be used as a last resort. However, it is acknowledged that they are sometimes necessary to ensure a calm and safe environment for all children and staff. In deciding whether to issue an internal or external suspension we will reference Aspris Suspension and Exclusion policy and legislation that governs the fixed term suspension and permanent exclusion of children (The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012).

If an internal or external suspension has taken place, a reintegration meeting following serious consequence, will be completed with the Pastoral manager and young person to ensure an understanding of the process has taken place and the young person's voice has been heard, and appropriate support and strategies will be agreed, recorded and shared.

If there has been a fixed term suspension, a reintegration meeting will take place with parent/carer and young person with a member for senior leadership.

If a decision needs to be made, where the school can no longer meet the young person's needs despite all our best endeavours, an emergency annual review will be held with parent/carers and local authority to discuss the next steps and support to find the suitable provision.

12. Supporting Children following a serious consequence

- We appreciate the anxiety that a pupil may experience following a serious incident, this anxiety can affect the pupil's engagement with RHG and their willingness to re-engage with the school. Roehampton Gate will follow the Reintegration Strategy to provide the child with support and a fresh start so they can reintegrate successfully back into school life, knowing a resolution has been reached, support is in place, and the pupil is clearly aware of the expectations

- As outlined in the Reintegration Strategy, children should not receive further consequences following a suspension. However, there may be a need for additional behaviour support and intervention, as part of their agreed plan.

The aim of the reintegration strategy is for the child to:

- Feel well supported to be able to succeed
- Understand the impact of their behaviour on themselves and others
- Meet the high expectations of behaviour in line with the school culture
- Foster a renewed sense of belonging within the school community
- Build engagement with learning
- Understand a resolution has occurred.

The strategy includes meeting with the child, parents, staff and any relevant agencies and agreeing a plan with personalised targets. The plan will also include:

- Reasons for the child's behaviour that led to the consequence
- Support and interventions that will be offered by the school
- Signposting or referral to support available outside of the school
- SEND support, as appropriate

Roehampton Gate School will always communicate the importance of both the child and their parents/carers attending the meeting. However, where parents do not attend, RGS will not:

- Extend the consequence within the school e.g. interna, suspension or extend a suspension or off-site period.

If parents don't attend, RGS will provide them with a copy of the meeting notes and reintegration plan, as well as details of how they can access any support (for example, Early Help or counselling services).

13. Part Time Timetables

A part-time or reduced timetable should not be used to manage a child's behaviour. In exceptional circumstances, where it is in the child's best interests, there may be a need for a temporary part time timetable to meet individual needs. For example, where a medical condition prevents a child from attending full time education and a part-time timetable is considered as part of a re-integration package. Medical needs may include significant mental health needs such as severe anxiety, eating disorders, post-traumatic stress disorder (PTSD) and severe depression or other mood disorders.

Wherever possible, medical evidence should support the use of part time timetables. However, where this is not possible, e.g. while waiting for referral to CAMHs, this should not prevent the use of a part time timetable if the school and parents agree it is in the best interests of the child.

A part-time timetable must not be treated as a long-term solution. All part time timetables will be reviewed at least every two weeks. Any agreement will have a time limit by which point the strategies implemented have been effective and the child is expected to attend full-time. A maximum of six weeks of reduced or part-time timetable is advised unless there is medical evidence to warrant an extension.

We will ensure that the DSL has been consulted, a risk assessment carried out and suitable robust arrangements are in place to ensure the ongoing safeguarding of any child on a part-time timetable. Data on the use of part time timetables is reviewed at the Local Governing Body meetings.

14. Reasonable Force / Restraint Positive Handling Plan and Risk Assessments

THIS WILL NEED TO BE REFERENCED AGAINST ASPRIS POLICY ON USE OF REASONABLE FORCE.

Reasonable force covers a range of interventions that involve physical contact with children.
Incidents of reasonable force will:

- Always be used as a last resort when all appropriate de-escalation techniques have failed
- 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

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

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

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

Wherever possible positive handling/use of reasonable force will be carried out by trained staff who are competent in the use of a recognise behaviour management system (e.g., Team Teach).

Where a child's behaviour could present a significant risk of injury to themselves, other people, or property the school will complete a risk assessment and determine if an individual child requires a positive handling plan to be put in place.

These plans will be developed in the child's best interests and agreed by staff, parents and the child concerned wherever possible. They will be reviewed at least termly or when the needs of the child change.

The plan will document situations that may trigger challenging behaviour and any successful preventative strategies. The plan will also document how physical intervention should be used appropriately

Recording
Parents will be informed on the same day as the incident and invited into the school to discuss the incident as soon as practicable.

A written review of the incident must be conducted by the Head and DSL and recorded on CPOMs / Engage within 5 working days and any positive handling plan updated as appropriate.

15. Searching, Screening and Confiscation

Searching, screening and confiscation will be conducted in line with the DfE's latest guidance on searching, screening and confiscation and the Aspris Necessary searches policy.

The Head and the staff they authorise have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a banned item.

These banned items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the child).
- tobacco and cigarette papers
- e-cigarettes or vapes
- fireworks
- pornographic images
- weapons

As long as it is reasonable in the circumstances, school staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item.

16. Suspected Criminal Behaviour

You may need to include aspects relating to protecting pupils for "adultification bias" in this section.

If a child is suspected of criminal behaviour, we will make an initial assessment of whether to report the incident to the police.

When establishing the facts, we 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 Head / DSL / member of the senior leadership team / pastoral lead] 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 DSL will make a tandem report to children's social care, if appropriate. All investigations, decisions, actions and rationale behind decisions and actions must be recorded on CPOMs/Engage

17. Child on Child abuse, sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable, will not be tolerated and children whose behaviour falls below expectations will have consequences.

We will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. All staff must challenge all inappropriate language and behaviour between children and ensure respectful relationships and high standards of conduct between staff and children at all times.

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the safeguarding principles set out in [Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk) (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident will be considered on a case-by-case basis and consequences may be applied whilst other investigations by the police and/or children's social care are ongoing.

All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

18. Behaviour incidents online

The school expects the same standards of behaviour online as offline: everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour.

When an incident involves nude or semi-nude images and/or videos, staff should refer the incident to the DSL (or deputy).

19. Malicious allegations

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

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, we will consider whether to discipline the child 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 (LADO) and Aspris safeguarding team, where relevant) will consider whether the child who made the allegation is in need of help. If so, a referral to children's social care may be appropriate.

RGS will also consider the pastoral needs of staff and children accused of misconduct.

20. Mobile Phones

At RGS we do not allow phones in the school premises.

In support of restricted use of mobile phones: Allowing access to mobiles in the school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. For that reason, all mobile phones must be placed into the lockers provided. Failure to meet this expectation, will result in confiscation and communication with home to discuss the concerns.

In exceptional circumstances, and to support individual children, a child may be permitted by the Head to use their mobile phone during the school day as a reasonable adjustment.

All children in the school will be informed about the potential reasons for exceptional use as part of the behaviour induction process.

21. Transition

We will support incoming children to meet behaviour standards by providing an age-appropriate induction process to familiarise them with the behaviour policy and the wider school culture. This will include any children who start at the school mid-year.

22. Staff Induction, development and Support

As part of their induction process, staff at RGS are provided with training on managing behaviour, including training on:

- The Equalities Act and preventing disability discrimination
- Harmful Sexualised Behaviours
- Trauma informed practice
- De-escalation techniques
- Restorative communication
- The use of restraint/Team Teach
- How child protection, safeguarding, SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

23. Monitoring and evaluating School behaviour

We will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance and suspension
- Incidents of searching, screening and confiscation
- Incidents of positive handling/reasonable force
- Anonymous surveys for staff, children, governors, trustees and other stakeholders on their perceptions and experiences of the behaviour culture

The data will be analysed every week by senior leaders. Data will be reviewed at the schools Governing Body Meetings, and this analysis will be used to support us to be proactive in improving children's behaviour.

The data will be analysed from a variety of perspectives including:
- At the level of individual members of staff
- By age group
- By time of day/week/term
- By protected characteristic

We will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies and practice to tackle it.

24. Complaints

Complaints regarding any aspects of the Behaviour Policy will be addressed under the Aspris Complaints Policy.

Concerns about wrongdoing in relation to the behaviour policy, such as malpractice, mismanagement or breach of health and safety law or any other illegal or unethical act either on the part of management, the Governing Body or be fellow employees should be raised using the Whistleblowing Policy.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions