Behaviour Policy

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Type of Policy:	School level policy

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
5	04/09/25	SLT	Governors	N/A	None

Type of Policy	*Tick* ✓
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

Behaviour & Behaviour for Learning Policy

At Dudley Infant Academy we are committed to enabling all children to access education successfully. This is an inclusive process; part of this commitment is concerned with establishing a high standard of behaviour throughout the academy. The way in which pupils and adults behave has a profound effect on all the work that is undertaken in school. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our academy. We are a school that delivers the THRIVE approach to support the mental health and emotional wellbeing of children. For us this means that we have THRIVE embedded within our ethos and THRIVE approaches across our whole setting.

We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work as a school. We aim to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property. We also aim to praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline. We pride ourselves not just on the educational attainment and progress that children receive here at Dudley but also on how they develop their character and personal values in order to be outstanding citizens. We are committed to the Character Education of the children we teach and aim to promote this through our Personal Development Awards (PDAs). Education for character is already integral to the work we undertake with the children here at the school.

We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be can be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways.

We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour for Learning Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

We are a community with a commitment to tolerance and inclusion, evidenced by pupil's firmly held views that 'we learn better together'.

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour for Learning Policy.

We recognise that high standards are best promoted when all stakeholders (staff, parents children, Local Governing Body members and visitors) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

The purpose of our Behaviour for Learning Policy is to:

- Ensure a safe, caring and happy academy
- Promote good citizenship, good self-esteem, self-discipline and emotional intelligence
- Promote Character Education
- Prevent all types of bullying

In line with the Therapeutic Thinking Approach advocated by ESCC (East Sussex County Council), we recognise that no one Behaviour Policy can fully support every child within our setting, particularly those who have experienced early trauma, insecure attachment or abuse, including some with SEND (Special Educational Needs and Disabilities). With this in mind, a child may be supported via the Assess, Plan, Do, Review (APDR) cycle and by an Individual Action Plan (IAP) and some of the steps detailed in this policy may not be appropriate to use.

The Local Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The recording of behaviour incidents

The reporting and accurate recording of behaviour incidents is an important element to how children are supported at the academy, how parents and carers are provided with key information regarding behaviour incidents and how appropriate intervention planning can be considered. At Dudley Infant Academy we utilise the Child Protection Online Management System (CPOMS) to record behaviour incidents.

DUDLEY INFANT ACADEMY PRINCIPLES OF BEHAVIOUR

- Every child has the right to learn in a safe, calm and focused environment
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- A whole school approach to discipline with a clearly defined code of conduct
- A focus upon children's Character Education and Personal Development
- All staff are trained, and are committed to, the Therapeutic Thinking Approach for those children who require an individualized level of support
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work and will adhere to the Staff Code of Conduct
- We will seek to give every child a sense of personal responsibility for his/her own actions
- To ensure there are effective systems of communication
- Where there are significant concerns over a pupil's behaviour, we will share the strategies we use with parents/carers; working on an active partnership to promote good behaviour
- Early support for any developing problems or escalating patterns of behaviour not in line with academy expectations
- Strategies will be recorded in line with the academy procedures on the CPOMS system (e.g. incident reports/EHCPs/ABC documents)
- Bad language is considered to be unacceptable behaviour
- We will seek advice and support from appropriate outside agencies.
- Staff will be kept up to date with current issues and initiatives.
- As a staff team at the academy we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- Opportunities for responsibility and recognition for non- academic achievement.

Encouraging Good Behaviour:

The policy is updated annually and is reviewed, amended and agreed by Dudley staff members and the Local Governing Body.

This is what we will do:

- Provide a copy of the policy to every staff member, Local Governing Body members and parents/carers
- Make sure that the children know and understand the rules, the rewards and the consequences.
- Ensure that there are positive behaviours which are modeled and rewarded through agreed and consistent strategies.
- Repeat these rules and expectations regularly with the children in assemblies and class sessions.
- Display the Rules in every classroom and around the school including staff areas.

- Ensure that parents and carers are aware of our policy
- Make links to our Academy Personal Development Awards
- Academy staff will revisit the policy annually at the beginning of each academic year.
- Academy staff will be asked to give full and consistent commitment to this policy.

Encouraging Good Behaviour

- We will praise and reward children when appropriate to do so and in line with this policy
- We will endeavour to praise every child every day for some achievement.
- We will praise the behaviour we wish to encourage.
- We will reward good behaviour, effort or achievement regularly by using individual stickers (Dudley Smileys) and celebration certificates through the 'Good to be Green' reward system (further details below).
- We will hold a "Celebration Assembly" entitled the 'Gold Award Assembly' each week where a child's name is given by the class teacher with a brief explanation as to why the child is being commended. Two children per class will be mentioned for achievement in specified areas each week. Other awards will also be given as follows: A weekly 'Behaviour Trophy' to a class voted for by senior leaders and a 'Politeness Award' presented to one child as voted for by teaching staff.
- A certificate will be awarded by a member of Senior Management or a senior teacher to all the children mentioned in the Celebration Assembly and a Gold Principal's sticker given too.
- Where an Individual Action Plan (IAP) has been devised for a child, this will be shared, at an appropriate level, with the child to ensure understanding.

ACADEMY RULES AND CLASSROOM RULES

Classroom rules and expectations are decided by the class at the start of each academic year and are prominently displayed in the classroom and continually referred to. These rules are based on the whole academy rules. Academy rules are kept to an essential minimum. They have been developed to be meaningful to children. None are too difficult to understand and follow. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. It is essential that parents and teachers work together through discussion and action on any problems which develop.

Whole Academy Golden Rules are:

- We are gentle
- We are kind and helpful
- We work hard and always do our best
- We listen
- We are honest
- We look after property

It is very important that praise and reward should have great emphasis each day. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their negative behaviours.

Praise has a reinforcing and motivational role. It helps a child believe that they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

REWARDS

General

- Favourable comments can and should be entered on pieces of work (inline with our Marking and Feedback Policy).
- Written Academy Reports should comment favourably on good work, behaviour, involvement in and general attitude to academy life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of Principal Awards, Smiley Certificates and other accolades
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the academy in line with the academy's display policy.
- A visit to the Principal or an SLT member for commendation/stickers is encouraged.
- Specific privileges can be awarded to individuals/groups of children by use of professional judgment, e.g. in the use of academy facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in the academy should be fostered e.g. the Academy's Council etc.

Above all, praise and encouragement in and out of lessons should be used as much as possible.

Whole Academy Reward System: 'Smileys' stickers)

As well as the rewards listed above the academy has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stickers (Smileys). Smileys may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

N.B. Some children may have a more individualised reward chart, stated on an Individual Action Plan (IAP), where it is recognised that, due to their challenges, a child needs their rewards to be instant and specific.

Once awarded, a Smiley should never be retracted

Smilies are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract them, staff may choose to reward the child on task rather than apply a sanction to the child who is not in order to reinforce the positive behaviour expectations.

The reward system is graded as follows:

Any noteworthy behaviour=1 Smiley recorded on the class Good to be Green chart **(SEE APPENDIX A)**

25 Smileys Teacher commendation: (presented in celebration assemblies)
50 Smileys Bronze Award (presented in celebration assemblies)
75 Smileys Silver award (presented in celebration assemblies)
100 Smileys Gold award (presented in celebration assemblies)
125 Smileys Platinum award (presented in celebration assemblies)
150 Smileys Titanium award (presented in celebration assemblies)
175 Smileys Iridium award (presented in celebration assemblies)
200 Smileys Rhodium award ((presented in celebration assemblies)

(SEE APPENDICIES B, C, D, E & F)

A ‘Smiley’ can be awarded by any staff member to any child at any time. All staff should carry ‘Smileys’ at all times to reward and reinforce positive behavior as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of *ALL* adults in the academy**.
If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice. The reward should reflect the achievement and will be in negotiation with the class teacher

- Bronze Party: class reward session
- Silver Party: class reward session
- Gold Party: class reward session
- Platinum Party: class reward session
- Titanium Party: class reward session
- Iridium Party: class reward session
- Rhodium Party: class reward session

Certificates
A weekly ‘Celebration Assembly’ where Gold Awards and other certificates are handed out is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or attitude to learning.

It is recognised that, for some children, this public form of praise may be inappropriate and, where this is the case, rewards will be adapted and reflected in an IAP.

Behaviour Awards/Trophies
A ‘Positive Behaviour Trophy’ will be awarded each week to a class at the academy. Senior leaders will choose a class that has demonstrated consistently positive behaviour during the week that is in line with the academy policy and expectations. A ‘Politeness Award’ will also be awarded to a child that has demonstrated exceptional manners and politeness throughout the week. The awards detailed above will be presented in the Gold Award Celebration Assembly.

CONSEQUENCES/SANCTIONS
A ‘no shouting’ expectation is in place at the academy for staff members and shouting should not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised tone in a calm and controlled manner i.e. in order to re-establish control, be heard on the playground, address an immediate safeguarding concern or to reaffirm behaviour expectations.

No child should ever be sent straight to the Principal as a sanction unless the appropriate behaviour management steps have been followed. If, in exceptional circumstances, a child needs to be physically removed from class or refuses to leave a room if posing a danger to others or themselves, then a member of the Senior Leadership Team who has appropriate Physical Intervention training should be contacted. Adherence to the Physical Contact Policy should be followed, as well as the Government’s Use of Reasonable Force in Schools guidance. The Physical Contact Policy clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded using the expected format (CPOMS/Annex 1-Diary of a Significant Event). Staff are given time to do this and are given a period of time for recovery.

If a child should run out of academy building for whatever reason, staff should not overreact and should resist running after them unless there is immediate risk to the child’s welfare. They may be placing a child in greater danger by doing so. A Senior Leader should be informed immediately and lessons returned to normal as quickly as possible.
If the child remains in close proximity to the site and they are not placing themselves at risk of harm, a staff member should stay within visual contact of them. Once the child’s behaviour becomes regulated a member of the Senior Leadership Team or an appropriate staff member will attempt to approach the child and calmly persuade him/her to return to academy where supportive measures can be put in place.

If the child refuses or leaves the site, the Academy will initially inform the police and then inform the parents. At all times staff will use their professional judgement to ensure the best outcome. N.B The academy has a separate Crisis Management Policy that will be utilized during these situations.

Upon returning to the academy, it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the academy views this behaviour. Parents will be informed of the situation.

N.B. We must be aware of those individuals that have specific needs or vulnerabilities that prevent them from always conforming. This behaviour policy will address all behaviours but can be slightly moderated for the very few.

It is recognised that some children may struggle to conform to rules that they consider as abstract and difficult to understand. Where this has been recognised and proven through a process of APDR, a child will be supported by an IAP which acknowledges their particular challenges. This IAP will be consistently shared with and followed by every adult working with that child. Every behavioural incident will be 'followed up', once the child is emotionally regulated, by an appropriate adult. While this discussion should name and validate the child's heightened emotions, it will focus on understanding the impact of behaviours on themselves and others and will 'problem solve' to help the child to improve outcomes should another event occur. Negative behaviour will be labelled as 'not acceptable'. Supportive measures may need to be put into place – for example, playtime support within the school building.

The use of Restrictive Physical Intervention (RPI) or appropriate Reasonable Force

There are circumstances when it will be appropriate or necessary for staff to use Restrictive Physical Intervention (RPI) or appropriate reasonable force to safeguard children. This is always a last resort and only used where de-escalation techniques have proven ineffective. The term reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to control or physically intervene when deemed necessary. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a physical altercation, or where a young person requires physical intervention to prevent violence or injury. Reasonable in these circumstances means using no more force than is needed. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Specific staff at the academy are trained in the use of Restrictive Physical Intervention via the Crisis Prevention Institute (CPI) Safety Intervention course. The strategies and techniques included within the training focus upon the Care, Welfare, Safety and Security of pupils and staff members. Staff are required to undertake annual refresher training.

At Dudley Infant Academy we utilise the Department for Education's 'Use of Reasonable Force' advice and follow the Trust's Physical Contact policy. In addition, we have regard to the guidance 'Reducing the Need for Restraint and Restrictive Physical Intervention' for children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings. It is our belief that the adoption of a 'no contact' policy in our setting could leave staff unable to fully support and protect our pupils. We will adopt a sensible approach, allowing staff to make appropriate physical contact. The decision on whether or not to use reasonable force to support a child will be down to the professional judgment of the staff concerned and should always depend on individual circumstances. When using reasonable force/RPI in response to risks presented by incidents involving children with SEND, mental health or medical conditions, the risks will be considered very carefully as we recognise the vulnerability of these groups. We will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty. We will plan positive and proactive behaviour support, for instance through the use of Individual Action Plans (IAP)

for more vulnerable children, and agreeing them with parents and carers, we aim to reduce the occurrences of challenging behaviour and the need to use reasonable force. Reasonable force will only be used where de-escalation techniques and strategies have failed.

In all cases of RPI being used it is imperative that any such intervention be reported and recorded using the Trust's standard proforma. All documents and reports relating to use of RPI are then added to a pupil's record. Staff are provided with time to do this and are given a period of time for recovery.

Pupils' conduct outside the academy gates – teachers' powers. What the law allows:
Teachers have the responsibility to redirect pupils for inappropriate behaviour outside of the academy premises "to such an extent as is reasonable. Dudley Infant Academy will respond to non-criminal bad behaviour and bullying which occurs off the academy premises and which is witnessed by a staff member or reported to the academy. Dudley Infant Academy staff may discipline pupils for:

- inappropriate behaviour when the pupil is:
  - taking part in any academy-organised or academy-related activity or
  - travelling to or from the academy or
  - wearing academy uniform or
  - in some other way identifiable as a pupil at the academy.

- or inappropriate behaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the academy or
  - pose a threat to another pupil or member of the public or
  - could adversely affect the reputation of the academy.

In all cases of dealing with inappropriate behaviour outside of the academy premises, parents or carers will be contacted and a course of action decided in line with our sanctions procedures. Academy staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of inappropriate items:
Detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in "Screening, Searching and Confiscation – advice for head teacher, staff and governing bodies" https://www.gov.uk/government/publications/searching-screening-and-confiscation.

SANCTIONS
Pupils learn from experience to expect fair and consistently applied sanctions which differentiate between serious and minor offences.
N.B: Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances and Individual Action Plans.

- If behaviour results in physical or verbal abuse towards a teacher/adult an incident report should be completed on CPOMS.
- If behaviour results in physical or verbal abuse by a child towards another child an incident report should be completed on CPOMS.
- If physical intervention of any kind is required then the appropriate UoBAT report must be completed as soon as possible and the incident reported on CPOMS.
- Any other incident deemed 'serious' or resulting in injury should be reported on CPOMS.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from verbal reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, Inclusion Leader/THRIVE and other support agencies.
- Do everything reasonably possible to avoid exclusion from academy.
- To provide a safe working environment for pupils and adults.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable.

Sanctions Procedures

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the unacceptable or inappropriate behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the inappropriate behaviour this may include fixed term or permanent exclusion (only the academy Principal can make this decision).** However, as a general rule for minor behavior incidents, the following sequence should be adhered to, with steps 1 and 2 being compulsory. The Dudley Infant Academy day will be split into teaching sessions (generally 2 in the morning and 1 in the afternoon. All yellow cards will be rescinded prior to the start of a new session. If the child has received a red card and has undertaken their sanction (e.g. paired class, loss of break time) then the red card is removed for the next session. If a red card is given late in the afternoon, the class teacher will use their professional judgement to decide what sanction is appropriate and when (this may be put in place the following day).

If unacceptable behaviour occurs:

N.B – THE STEPS DETAILED BELOW MUST BE APPROACHED IN A PROFESSIONAL AND WELL-CONSIDERED WAY AND SHOULD NOT BE UNDERTAKEN IN A MANNER THAT CAUSES EMBARASSMENT TO A CHILD. CHILDREN SHOULD NOT BE CHANGING THEIR OWN BEHAVIOUR CARDS

Step 1 (Classroom teacher) **Use normal strategies:**

e.g. Polite but firm requests, warnings (no more than two per session). Consider repositioning, separating etc.

Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. Teachers may utilise a visual reminder for the children at this stage such as a turned 'Frog' card in EYFS or a blue 'Stop and Think' card in KS1 (see Appendix A).

*If behaviour of child does not improve, move to **Step 2***

Step 2 (Classroom Teacher) **YELLOW CARD INCIDENT**

- Yellow card given (professional judgement to be used in all cases of yellow card sanctions)
- The child either remains in their seat and continues with their work or is sent to designated chair/area of classroom (if class teacher deems this as necessary) for 3-5 minutes sitting alone in order to reflect and regulate their behaviour without causing disturbance.
- The incident recorded on a behaviour incident form for entering onto CPOMS

If behaviour improves - returns to lesson. *If not or if child doesn't comply, move to **Step 3***

Step 3 (Classroom Teacher) **RED CARD INCIDENT**

 Red card given (professional judgement to be used in all cases of red card sanctions)

- The child is sent to a paired class to work for up to 15 mins
- The child attends time out/reflection time at breaktime or lunchtime for up to 15 mins
- The incident recorded on a behaviour incident form for entering onto CPOMS
- 2 x red cards in a weekly period = teacher to meet with parents (record conversation on CPOMS)

If behaviour improves - return to class. *If not or if child refuses, move to* ***Step 4***

Step 4 (Assistant Principal, TLR teacher, Inclusion Lead, THRIVE practitioner)

 Assistant Principal, TLR Teacher, SENCo, THRIVE practitioner (as per the 'leadership on call' timetable).Specific sanction given as deemed appropriate by professional judgement.

- The incident and outcomes must be recorded on CPOMS

If behaviour improves - return to class. *If not or if child refuses, move to* ***Step 5***

Step 5 (Principal)

 Principal intervention required

N.B – There is the possibility for immediate bypass of steps 1,2,3 & 4 based upon the seriousness of the incident

The Principal will decide on the appropriate course of action. This may involve contacting parents, utilising the internal exclusions process, the fixed term exclusion process or the permanent exclusion process. Professional judgement should be used in all circumstances in consultation with other key professionals at the academy. In the case of any decision to exclude (fixed term), members of the senior leadership team will meet to review the incident before an outcome is decided.

- The incident and outcomes must be recorded on CPOMS

Vulnerable children - Guidance

The academy acknowledges that a minority of children may lack the ability to regulate their emotions and control their own behaviour. This may be especially true of children with or being assessed for Educational Health Care Plans and those in public care. ***For these children, neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions. Where this has been evidenced by a process of Assess, Plan, Do, Review, the child will be supported by an Individual Action Plans which will be followed by all adults working with the child to ensure consistency. Reference should be made to any behaviour/support plan the specific child may have in place. Key professionals supporting the child should be involved with any behaviour incidents involving our more vulnerable children.***

In these exceptional circumstances, the academy will make every effort to avoid fixed term or permanent exclusion. It is vitally important that parents are informed and involved when Individual Action Plans and other support plans (in conjunction with the Inclusion/SEN department.) are agreed in order to establish possible triggers that may cause dysregulated behaviour and form a partnership of support.

Regular communication between home and the academy as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of a home/school book if necessary.

Behaviour - Offsite Visits

The academy has a clear code of conduct for academy offsite visits based on the Behaviour Management Policy. Expectations of pupil behaviour off-site are the same as in school and group leaders need to be very clear about the steps that they will take in the event of unacceptable behaviour. This code of conduct will be part of the condition of booking by the parents/carers, and includes the potential of withdrawal of a child, prior to and during the visit, if such conduct is inappropriate. If a child's behaviour in school could cause risk

to that child or others in the group, the child should not be taken off-site unless the Senior Leadership Team is satisfied about the child's future conduct. The child's parent/carer may be asked to accompany the child on the visit. A separate risk assessment should be written for pupils whose behaviour may give cause for concern. Any relevant documentation such as IAPs must be taken into account. Any decision not to take a pupil on an off-site visit must be documented in the risk assessment following agreement of senior leaders and in discussion with parents and carers.

OFFSITE SANCTIONS PROCEDURE

Where reasonably possible the following steps, that are in-line with the academy sanctions procedures, should be adhered to.

Step 1 (Responsible adult) **Give a final warning:**

Use the agreed phrase, 'This is your final warning. Do you understand?'
Children should be fully aware of what this means and the possible consequences of continuing with the inappropriate or unacceptable behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Responsible adult) **YELLOW CARD**

- The child should be sent to adult leading the offsite visit (Group Leader)
- 5-10 minutes to reflect, calm down etc without causing disturbance.
- The child returns to initial group

If behaviour improves return to responsible adult. If not or if child refuses, move to ***Step 3***

Step 3 (Responsible adult) **RED CARD**

- Intervention required by the adult leading the offsite visit (Group Leader). The child remains with them for the duration of the visit.
- The group leader records information on risk assessments or other relevant documentation

Step 4 (Group Leader)

- Group leader to contact the Principal to inform the academy that child is to take no further part in the offsite visit
- Academy or Group Leader to contact parents to collect child. If this is not possible then other options to be carefully considered
- Group leader records information on risk assessments or other relevant academy documentation

N.B
In all cases of a child being removed from an offsite visit (including residential trips), parents should incur any costs involved in this process.

The Equality Act 2010

Dudley Infant Academy has a legal duty under the Equality Act 2010. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

In practice, any persons acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions, and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

(For further information refer to The Equality Act 2010**)**

PLAYGROUND PROCEDURES (BREAK TIME AND LUNCHTIME)

Playground rules

- Be kind and gentle.
- Be helpful to others.
- Always tell the truth.
- Listen to others.
- Look after property.

At Dudley Infant Academy we will not tolerate:

- bullying
- fighting and kicking
- teasing
- name-calling
- swearing
- spitting / biting
- answering back
- throwing objects dangerously
- climbing fences, posts or bars
- racist comments
- pushing on steps

To be displayed on the playgrounds and by outside doors (see Appendix G)
Playground Behaviour

Playground Rules will be discussed with the children regularly in assemblies and during circle times. They will be displayed in classrooms and around the school.

If children break any of the Playground Rules during the course of one day, the following consequences will apply.

Rewards:

- We will always praise the children for good playground behaviour.
- We will praise the behaviour we wish to encourage.

- We will reward good playtime behaviour, by using verbal comments, individual stickers and smileys.

Consequences:
STEP 1: Verbal warnings. The child will be given a verbal warning, reminded of the rule they have broken and discuss a suggested course of action. They will be given a second verbal warning of 'this is your final warning, do you understand?'

If the child does not respond take action – **STEP 2**

STEP 2 (YELLOW CARD): 3- 5 mins in the 'time out' area.
- The incident recorded on a behaviour incident form for entering onto CPOMS

If the child does not respond take action – **STEP 3**

- **STEP 3 (RED CARD)**: The incident recorded on a behaviour incident form for entering onto CPOMS

Child will have 10 – 15 mins in the 'time out' area.

STEP 4: Will apply immediately if a child persistently breaks the Playground Rules eg. Three times in any particular week (or the child's action are a serious breach of the rules) the child will be brought to a senior leader. If a child is brought in more than once in a week Parents/ Carers will be contacted by the class teacher to explain the nature of the problem and agree with them and the child the further action to be taken. In some cases, a supportive lunchtime timetable may be put in place for the child.
- The incident will be recorded onto CPOMS

EXTREME BEHAVIOUR (anywhere on the school premises or off school premises when under the control of a staff member):
In cases of extreme behaviour, exclusion may be considered. The decision to exclude will be made at the discretion of the most senior member of the Senior Management Team available, following East Sussex County Guidelines.
Following exclusion, a 'Return to School' programme will be put in place by the Senior Management Team in consultation with all concerned.

Duty of Care:
In line with Section 550A of The 1996 Education Act the school has a Duty of Care to all its pupils. Senior staff have been trained in positive handling techniques which may be used in the following cases:
- to prevent a crime being committed
- to prevent pupils injuring themselves or others.
- to prevent damage to property (including the pupil's own property)
- to prevent behaviour prejudicial to maintaining good discipline and order.

Where it is, or may be, necessary to use reasonable force with positive handling techniques, parents will be consulted and informed.
Individual Action Plans (IAPs) will be put in place.
Senior staff will be regularly trained and updated in Positive Handling/Physical Intervention Techniques.

MAINTAINING RECORDS OF INCIDENTS
Dudley Infant Academy utilises the Child Protection Online Management System (CPOMS) to record behaviour incidents.

Support/Mentors:
Adult mentors are sometimes used to support the behaviour management of individual pupils. Children will also be considered to participate in our THRIVE programme. We also support pupil behaviour in the following ways:

- THE JIGSAW PROGRAMME & PSHE: These strategies are used within the school and support the behaviour policy.
- ZONES OF REGULATION (ZOR): A programme used throughout the school in order to support emotional literacy and regulation
- NURTURE GROUPS: Weekly sessions in Year One and Two classes which will support key children with self-regulation
- MINDFULNESS SESSIONS: Daily timetabled sessions for all children to be taught calming techniques

Resources:

- Laminated Copies of Rules.
- Stickers.
- Certificates.
- Classroom Behaviour Books.
- Playground Behaviour Book.
- Staff for reflection time.
- Training: Positive Handling/Physical Intervention, Behaviour Management, Mediation, Playground Management, Social Stories.

PREVENTING BULLYING

At Dudley Infant Academy, we believe that pupils have the right to be able to work in a calm, supportive and safe environment. Bullying of any kind is unacceptable and will not be tolerated in our academy. We expect the children to behave in a considerate and courteous manner and all incidents of inappropriate or unacceptable behaviour will be dealt with in line with Academy's policies and procedures. For further details please read our Preventing Bullying Policy by following the link below:
https://resources.finalsite.net/images/v1662720635/brightonacademiestrustorguk/k5ddcrdw3zui3orqu0kh/dud-preventing-bullying-policy.pdf

Child on child abuse

We take a zero-tolerance approach to child on child abuse. Further information on this area of safeguarding is within Appendix H of this policy. This should also be read alongside the Preventing Bullying and Online Safety policy.

Monitoring and Evaluation

This document will be monitored, evaluated and updated regularly to take account of new Government and local guidance and the views of the whole academy community.

Complaints

The Academy has a formal complaints procedure and this may be used by a parent/carer if deemed necessary.

Links with other academy policies

- Acceptable Use Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Preventing Bullying Policy
- Relationships and Health Education Policy
- PSHE Policy

Links to legislation

- Public Order Act 1986

- The Malicious Communications Act 1988
- The Children Act 1989
- The Computer Misuse Act 1990
- Protection from Harassment Act 1997
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010

Supporting Organisations and Guidance
Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: www.childline.org.uk

DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" October 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

WHAT LEGISLATION DOES THIS GUIDANCE RELATE TO?

- The Children Act 1989
- Section 175 of the Education Act 2002 (local authorities, governing bodies of maintained schools and institutions in the further education sector)
- Section 157 of the Education Act 2002 and the Education (Independent School Standards) (England) Regulations 2010
- The Children Act 2004
- Section 11 of the Children Act 2004 (other agencies).

KEY POINTS

- If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

- In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.

- Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

- Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

- All Academies should have procedures for dealing with allegations. The procedures should make it clear that all allegations should be reported **straight away**, normally to the head teacher, principal or proprietor if it is an independent school. The procedures should also identify the person, often the chair of governors, to whom reports should be made in the absence of the head teacher or principal, or in cases where the head teacher or principal themselves are the subject of the allegation or concern. Procedures should also include contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases.

For further information relating to Safer Workforce and Managing Allegations Against Staff and Volunteers, please see Section 8 of our Child Protection and Safeguarding Policy as well as Sections 13 and 14 of Appendix A by using the link below.
https://resources.finalsite.net/images/v1662720599/brightonacademiestrustorguk/qs6jnhdzxmghskxtk0e1/dud-child-protection-and-safeguarding-policy.pdf

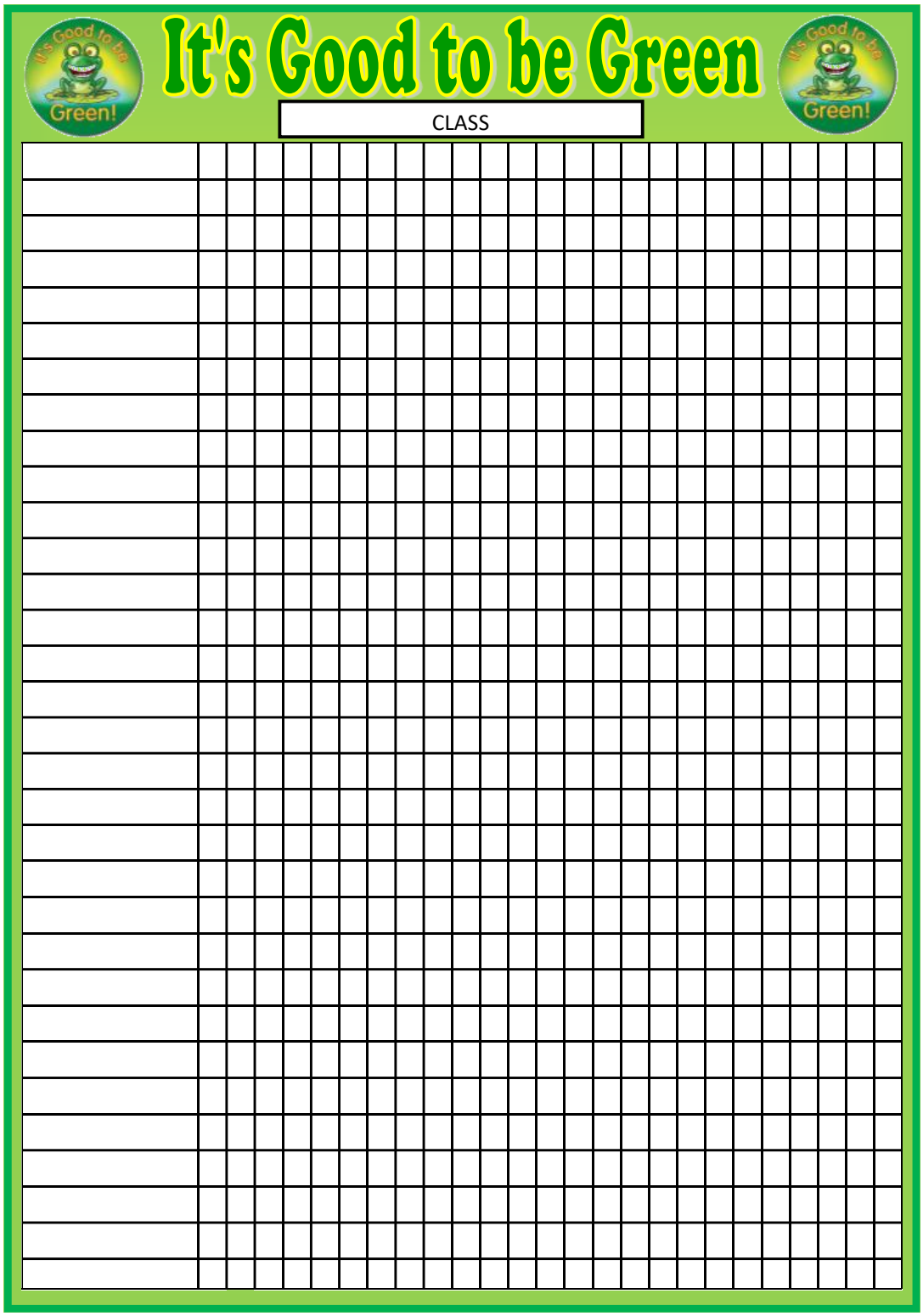
Useful links
Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997. This can be found at
http://www.cps.gov.uk/legal/s_to_u/stalking_and_harassment/index.html
Guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on employment retention.

http://www.ico.gov.uk/upload/documents/library/data_protection/detailed_specialist_guides/employment_practices_code.pdf

http://www.ico.gov.uk/for_organisations/data_protection/the_guide.aspx

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

APPENDIX A





APPENDIX B

DUDLEY INFANT ACADEMY

COMMENDATION AWARD

This Certificate of Achievement is awarded to…

For achieving 25 Dudley Rewards

DUDLEY INFANT ACADEMY

BRONZE AWARD

This Certificate of Achievement is awarded to…

For achieving 50 Dudley Rewards

APPENDIX C


DUDLEY INFANT ACADEMY
SILVER AWARD
This Certificate of Achievement is awarded to…
For achieving 75 Dudley Rewards


DUDLEY INFANT ACADEMY
GOLD AWARD
This Certificate of Achievement is awarded to…
For achieving 100 Dudley Rewards

APPENDIX D





APPENDIX E

DUDLEY INFANT ACADEMY

IRIDIUM AWARD

This Certificate of Achievement is awarded to...

For achieving 175 Dudley Rewards

DUDLEY INFANT ACADEMY

RHODIUM AWARD

This Certificate of Achievement is awarded to...

For achieving 200 Dudley Rewards

APPENDIX F

DUDLEY SMILEY REWARDS



25 SMILEYS (STICKERS)
COMMENDATION CERTIFICATE

50 SMILEYS (STICKERS)
BRONZE CERTIFICATE

75 SMILEYS (STICKERS)
SILVER CERTIFICATE

100 SMILEYS (STICKERS)
GOLD CERTIFICATE

125 SMILEYS (STICKERS)
PLATINUM CERTIFICATE

150 SMILEYS (STICKERS)
TITANIUM CERTIFICATE

175 SMILEYS (STICKERS)
IRIDIUM CERTIFICATE

200 SMILEYS (STICKERS)
RHODIUM CERTIFICATE

CLASS ACHIEVEMENT REWARDS (SMILEYS)

- All children have received a Bronze certificate = class reward session
- All children have received a Silver certificate = class reward session
- All children have received a Gold certificate = class reward session
- All children have received a Platinum certificate = class reward session
- All children have received a Titanium certificate = class reward session
- All children have received an Iridium certificate = class reward session
- All children have received a Rhodium certificate = class reward session



APPENDIX G

DUDLEY INFANT ACADEMY

DUDLEY INFANT ACADEMY
PLAYGROUND RULES

- Be kind and gentle
- Be helpful to others
- Always tell the truth
- Listen to others
- Look after property

At Dudley Infant Academy we will not tolerate:

- Bullying of any kind
- Fighting and kicking
- Teasing
- Name-calling
- Swearing
- Spitting/biting
- Answering back
- Throwing objects dangerously
- Climbing fences
- Racist comments
- Pushing on steps

APPENDIX H

CHILD ON CHILD ABUSE

At this academy we take a zero-tolerance approach to child on child abuse.

1.1 Throughout this appendix reference will be made to the terms perpetrator and victim. These terms appear within DfE guidance such as Keeping Children Safe in Education and are easily understood. These terms are being used within this document to aid the flow of sentences however when discussing incidents of child on child abuse with children, parents or carers the term perpetrator will be replaced with 'child who has displayed X behaviour' and victim will be replaced with 'child who has experienced X behaviour'.

1.2 All staff will be aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of academy and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (teenage relationship abuse);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

1.3 All staff understand the importance of challenging inappropriate behaviours between children, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case

scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

1.4 All staff understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of academy staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they will act on them immediately rather than wait to be told.

1.5 The initial response to a report of child on child abuse from a child is incredibly important. How we respond to a report can encourage or undermine the confidence of future victims of child on child abuse to report or come forward.

1.6 Staff understand that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.

1.1 Staff will be mindful that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.

1.2 All staff will reassure victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the academy or college 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.

1.3 All staff understand, that even if there are no reports in the academy of child on child abuse it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important for staff to speak with the DSL or a DDSL if they have any concerns regarding child on child abuse.

1.9 If an allegation of child on child abuse is made:

- The initial response to a report from a child is important. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. 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.
- Staff will record the disclosure and inform the DSL.
- The DSL will assess the information and identify appropriate outcomes to the incident, which may include academy-based support or interventions, and or referrals to other agencies, as necessary, such as SPoA, Children's Social Care, CAMHS and the Police (if the allegation involves a potential criminal offence).

- Where it is necessary to contact the police we will explain to those children involved that the law is in place to protect children rather than to necessarily criminalise them, and this will be explained in such a way that avoids alarming or distressing them.
- When responding to a disclosure of child on child abuse the wishes of the victim, in terms of how they want to proceed, will be taken into account. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the academy's duty and responsibilities to protect other children.
- A risk assessment will be completed and where necessary a written support plan created for all children involved, including the child/ren who has experienced the abusive behaviour and the child/ren who is alleged to have displayed the abusive behaviour as well as any others affected, with a named person they can all talk to if needed.
- Any risk assessment will give consideration to potential intra-familial harms and any necessary support for siblings.
- Where an incident has occurred within the academy then the time and location will be identified, and a risk assessment completed to make the location safer.
- Risk assessments and support plans will be completed in conjunction with parents/carers, the child (depending on their age) and with support from any other agencies involved such as Children's Social Care or the police.
- The format of any support plan will vary with the exact nature of the incident, but will always be in line with processes outlined in the behaviour or anti-bullying policies.
- (ES) If the incident involves a Harmful Sexual Behaviour (HSB) then the guidance in the East Sussex Protocol for Managing Peer on Peer Harmful Sexual Behaviour in Academys will be followed and a Safeguarding Risk Reduction Plan created accordingly.
- Incidents involving consensual and non-consensual sharing of nudes and semi nudes images and or videos will be managed in line with guidance in Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Any risk assessments/support plans devised will be shared with staff within the academy, as necessary, to ensure that staff are aware of the additional measure in place to safeguard those children.
- Alongside actions to provide protection and support to both victims and perpetrators of child on child abuse, where appropriate, they may also need to be managed through the academy behaviour or anti bullying policies.
- All incidents of child on child abuse will be categorised and recorded by the nature of the incident i.e. bullying (including the type such as cyber, racial, biphobic, transphobic and homophobic etc), physical abuse (identifying the specifics: hitting, kicking etc) or a Harmful Sexual Behaviour or other specifics such as sexting/sharing nudes and semi-nudes or whether the incident was potentially criminal).

1.10 The academy will minimise the risk of child on child abuse by:

- Challenging behaviours, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

- Addressing any inappropriate behaviour (even if it appears to be relatively innocuous) is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys, whilst at the same time recognising that any of these issues can affect any pupils regardless of their gender.
- Ensuring our whole academy approach to safeguarding and preventive curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils are aware of the different ways in which they can speak with a trusted adult in the academy, either directly or through other means such as a worry box, which is monitored by key staff in the safeguarding team.
- Ensuring pupils are aware of the different ways in which they can speak with an adult outside of the academy through agencies such as Child Line or the NSPCC.
- Ensuring that staff are aware of child on child abuse and maintain an attitude of 'it could happen here', as they do with all areas of safeguarding.
- Ensuring that staff are trained to understand that a child harming another child could be a sign that the child is being abused themselves.

1.11 Sexual violence and sexual harassment between children is an element of child on child abuse which requires particular consideration due to the potentially criminal nature of incidents. As with other areas of child on child abuse these types of behaviours and incidents may occur within the community, outside of the academy day, or indeed within the academy premises, during the academy day. In either instance the abuse could be occurring face to face or online. In many cases abuse will take place concurrently via online channels and in daily life.

1.12 Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk of experiencing sexual violence or harassment. Although it is more likely that it will be perpetrated by boys, it is recognised that boys will at times be victims as well. In any case, all child on child abuse is unacceptable and will be taken seriously and not tolerated.

1.13 Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends our academy as well.

1.14 Sexual violence and harassment form part of a broader range of Harmful Sexual Behaviours (HSB). All problematic and Harmful Sexual Behaviours will be responded to by the academy. Sexual violence refers to those behaviours which are offences under the Sexual Offences Act 2003, as described below:

- **Rape**: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

- **Assault by Penetration**: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

- **Sexual Assault**: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Academies should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

- **Causing someone to engage in sexual activity without consent**: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

- **What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- **Sexual consent**
  - 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.

1.15 When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of academy. 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.

1.16 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: deliberately brushing against someone, interfering with someone’s clothes (the academy will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim).
- displaying pictures, photos or drawings of a sexual nature;
- upskirting;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - consensual and non-consensual sharing of nude and semi-nude images and videos;
    - sharing of unwanted explicit content;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media;
    - sexual exploitation; coercion and threats, and
    - coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

1.17 All child on child abuse is unacceptable and will be taken seriously.