Behaviour Policy

2021-2022

Jesus said, "I chose you, and appointed you to go and bear much fruit."   (John 15:16)

<u>Our golden rules are</u>
Love of others
Love of self
Love of learning

This Behaviour Policy has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. We want our children to flourish and experience excellence in all aspects of life. We support the children in forming their strength of character through living our virtues, in the belief that we become what we repeatedly do.

With the Sacred Heart of Jesus we want to follow our role model and develop our faith through: our love of God, our love of others, our love of self and our love of learning.

School Aims

By working together staff, children, parents, The Academy Council, the Parish, the local and wider community create a challenging, stimulating, and effective learning environment where Christ is our inspiration. We aim to develop an understanding and knowledge of the teaching of the Catholic Church and its ministry within society.

LOVE

Through our Catholic beliefs, and living by virtues and Gospel values, we aim to nurture within children a love of God and an awareness of God's love for each one of us.

We will ensure that each child will have experience of forgiving and being forgiven. We will encourage children to accept responsibility for their action and to apologise when necessary.

RESPECT

With the growing awareness of love for all mankind, we will help children towards true respect for the beliefs and cultures of others. We teach the children to practice the golden rules, **'Love of learning, love of self and love of learning.'** We will encourage in everyone an attitude of respect for themselves, for everyone connected with the school and for those who visit the school. We will do this in the hope and understanding that this will become a code for all their relationships.

Rationale

At Sacred Heart we believe that the foundation of our Behaviour Policy is to bring children to a realisation and understanding of how being caring and responsible individuals can enrich our lives.

When God created people, He gave us many gifts including free will.

Through his teachings, He gave us guidance on how to use this gift wisely. He endowed each one of us with a conscience in order that we can rationalise our choices.

It is the role of all adults in school to assist young people in their understanding of right and wrong and to guide them towards informed choices which will enrich their lives and the lives of those they meet.

We will encourage the children towards self-discipline and support them in taking responsibility for their action which involves the children thinking for themselves, making choices and assessing the consequences through the virtue of practical wisdom.

Good behaviour creates conditions for effective learning and helps to develop in children responsible attitudes and values for life.

Behaviour Policy Aims

●   To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and members of our Academy Council, based on Our Mission Statement and a sense of community and shared virtues and our 3 consistencies.

●   By applying positive policies to create a caring, family atmosphere in which teaching and learning and playing can take place in a safe and happy environment.

●   To teach, through the school curriculum, virtues and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).

●   To encourage good behaviour rather than to simply sanction bad behaviour by providing a range of rewards for children of all ages and abilities.

●   To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

●   To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour through the realisation that choices have consequences (practical wisdom).

Code of Conduct

●   All members of the school community are asked to respect each other.

●   All children are expected to respect their teachers, other adults, and fellow pupils.

●   All children are expected to respect their own and other people's property and to take care of books and equipment.

●   Children are asked to be well-behaved, well-mannered and attentive.

●   Children should walk quietly and sensibly (not run) when moving around school.

●   If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter at an appropriate time.

●   Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.

●   Foul, inappropriate, or disrespectful homophobic, racist, sexist or abusive language must not be used.

● Children must be punctual.

● Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem including trading cards, toys (including electronic toys) and smart watches.

● Children should wear the correct school uniform. We also ask that black shoes be worn to school. Trainers are for PE. With the exception of Foundation Stage, children should come to school in shoes which they can fasten themselves.

● Jewellery, make up, nail polish, acrylic nails must not be worn. If a child has their ears pierced, one pair of small sleeper earrings may be worn but must be removed for PE lessons. If the pupil cannot remove their earrings themselves, they must provide their own micro pore tape to cover their earrings during PE. School cannot be responsible for accidents occurring in school which involve the wearing of earrings. Therefore, it is advisable for the children not to wear earrings at school. Hair attire should be simple and preferably in school colours. All pupils with long hair, must have their tied up.

● At the end of every break, KS1 children line up quietly and move sensibly to class. Children in KS2 will be asked to walk sensibly into school.

● Children who bring mobile phones into school is only allowed when school receives a written request by parents, which has subsequently been agreed with school. Pupils mobile phones are kept securely by the class teacher at all times during the school day.

Incentive Scheme

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

The Sacred Heart scheme is based on house point awards through which children can be rewarded for academic and non-academic achievements, for effort and for demonstrating school virtues, and for all aspects of good work and behaviour. All adults who work in our school can award house points. The children, throughout the whole school, have been divided up into four colour-coded houses, named after four inspirational Yorkshire people; Wilberforce, Bronte, Salt and Cook, with family groups remaining in the same house, wherever possible.

The House Cup will be awarded each half term and presented to the Captains of the winning house. At the end of each half term, the winning house will celebrate with an extra play time.

At Awards Assemblies, beginning gin half term 2, we celebrate pupils' achievements in front of the whole school. Each class teacher awards certificates. This is given to pupils who have demonstrated our school virtues and/or excelled in another area of school life/curriculum. Every three weeks we also award a certificate to a pupil in each class who is living the virtue we are focusing on. The children vote for who in their class is awarded this certificate. This

enables pupil voice, democracy, and virtue spotting in each year group. In addition, all adults give verbal or written praise as often as possible. Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Sanctions

Sometimes, there will be times when children do not demonstrate acceptable behaviours. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up and this policy must state these boundaries firmly and clearly. Reasonable adjustments will be made for pupils with SEN/D.

Although we have a huge emphasis on encouraging positive behaviour, we do have sanctions if children occasionally do not adhere to school rules.

Minor breaches of discipline are generally dealt with by adults in a caring, supportive, and fair manner, with some flexibility where appropriate, as far as sanctions are concerned. At the start of each academic year, every class agrees a set of class rules/ words and these form the class behaviour code for the year. Everybody signs up to this agreed, age appropriate code and their signatures are arranged round the written code in a visible place in the classroom. If the agreed code is broken by an individual child, this trigger agreed sanctions.

At Sacred Heart, we use the 'Traffic Light' system across all classes as a visual aid for rewards and sanctions:

**Shooting Star is for children who consistently meet and exceed behaviour expectations!**
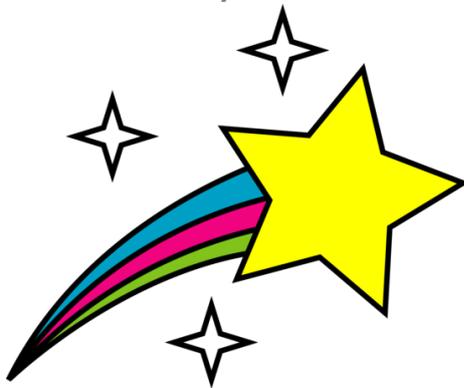
Green- all is well!
All children start each day on the green traffic light. Children will be given one reminder and one verbal warning before moving to Amber.

Amber
A child's name is moved from green to amber after one reminder and one verbal warning. Again, children will be given another reminder and another verbal warning and if the behaviour persists, their name will be moved to Red.
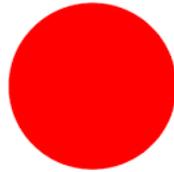
Red
A child's name will be moved to red after one reminder and a verbal warning and if the behaviour persists.

Every child can move back to green throughout the day!

If a child's name is on red, the child loses some or all of their morning play or up to ten minutes of lunch time. Children may be asked to complete an age appropriate behaviour reflection form at an appropriate time and place. This may be completed at home if appropriate.

If some or all of playtime is lost, the child will still be outside and asked to remain in one location away from their peers. They will be supervised by an adult on duty. If children lose some of their lunchtime, they will be supervised by a teacher in school.

If a child is on the red traffic light, parents will be informed of any breaches of the behaviour policy at the end of day either personally or via phone call. All incidents will be logged on our secure behaviour platform (CPOMs).

In Reception the child has 'time out', up to 5 minutes in a quiet are of the classroom.

Within this code, each case is still treated individually by the adult according to the circumstances of each child, but our general rule is that no class should be disrupted to the extent that learning and progress are detrimentally affected. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences. And our normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone in the classroom, sending work home, and letters of apology and loss of responsibility are sufficient.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. Parents will be involved at this point.

However, if a child is persistently disruptive and / or the school behaviour system does not appear to be working for a child, adults need to consult the SENDCo as a more individualised programme may be needed.

This type of behaviour is generally rare, and it is the responsibility of the Executive Lead and the SLT who will deal with it proportionately, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, and each stage is recorded.

Procedures for Dealing with Major Breaches of Discipline

● A verbal warning by the Executive Head teacher as to future conduct.

● Withdrawal from the classroom for the rest of the day (internal exclusion).

● A letter to parents informing them of the problem.

● A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour.

● If the problem is severe or recurring, then fixed term exclusion procedures are implemented after consultation with the Academy Council and in line with Local Authority and national guidance.

● A case conference involving parents and support agencies.

● Permanent exclusion after consultation with the Chair of the Academy Council.

● Parents have the right of appeal to the Academy Council against any decision to exclude.

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away. This will be classed as a fixed term exclusion.

Lunchtime Supervision

Kitchen Staff and Teaching Assistants on lunchtime duty must be treated with the respect expected by all adults at Sacred Heart. Verbal or physical abuse will not be tolerated. All lunchtime staff follow the policy and are aware of any special needs and behaviour information.

Parents
Parents can help in supporting our staff:

● By recognising that an effective school behaviour policy requires close partnership between parents, staff and children;

● By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement;

● By attending Parent Consultations, Curriculum Information sessions, Celebration assemblies, and by developing informal contacts with school;

● By knowing that learning and teaching cannot take place without sound discipline;

● By remembering that staff deal with behaviour problems patiently and positively;

● By supporting and adhering to the Home School Agreement which will be published towards the end of the autumn term.

● **USE OF SOCAL MEDIA**
Monitor your child's use of Social Media sites/apps and websites outside of school to keep them safe online and to prevent any online bullying and/or behavioural issues within school. Behavioural issues can occur in school when children use inappropriate online behaviour on devices such as mobile phones, gaming devices, laptops, iPads etc. This can cause friendship issues and incidents of bullying in school and We want to safeguard our children as much as possible. We ask that you carefully monitor what your child is viewing online, being mindful of age restrictions on social media platforms and that they are reminded that they must tell you if they receive anything inappropriate from any application. As a school we strongly advise you to remove the chat groups involving other children, as they can also a lot of upset, friendship issues, confusion, and misinterpretation of meaning in what they write.

Care and Support of Children

At all times including lunchtime and break time, staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

● Redirect to another activity

● Talk to the child – discuss what has happened

● Discussion in groups or whole class, possibly through SEAL activities

● Move the child from the group to work on his/her own

- Repeat work

- Miss playtime (but must be supervised)

- Behaviour modification programme – setting targets in consultation with the SENDco

- Parental involvement

- Daily report, if appropriate

- Sanctions as in behaviour policy

Serious incidents are recorded separately and kept with SLT.

Logging incidents

An incident will be logged when:

- any incidents involving a child, or anyone employed in school which results in personal injury or damage to property.

- Loss, theft, or damage to property occurs.

- Or there are any other incidents or matters of a serious nature.

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

Incident forms should be used; recording all details, and are available from the Executive Head teacher for all staff.

Contact and Support File

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded and is reported to the Local Authority. This file is not for minor incidents in day-to-day classroom management but for serious occurrences of challenging behaviour.

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse

- Physical abuse

- Assault

- Defiant refusal

- Absconding

Preventative Strategies

See sanctions above and behaviour policy procedures.

Behaviour Modification Policy

At Sacred Heart School, most of the children demonstrate positive working behaviour most of the time.   There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated, and plans made to meet individual needs.

A wide range of rewards is used to reinforce positive behaviour. These can include:

- Change in classroom organisation

- Using different resources

- Rewards of presentation points, class collective goals

- Use of certificates, special stickers for such things as listening, being kind, helpful etc.

- Awards Assembly

- Involving parents at an early stage to make an action plan together

By using a positive system of rewards and reinforcing good behaviour we help children to feel good about themselves. At Sacred Heart, we are trauma informed, we connect before we correct and we stay curious, not furious.

We understand behaviour is communication. We believe in co- regulation. We understand that children regulate from the adults in their lives. We think can't, not won't.

Peer-on-peer abuse

Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.
Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)

- Abuse in intimate personal relationships between peers

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)

- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

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

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

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex

- Through a group of children sexually assaulting or sexually harassing a single child or group of children

- Online and face to face (both physically and verbally)

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

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

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence

or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

Staff should be aware of the importance of:

- Challenging inappropriate behaviours

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

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

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.
We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.
Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
- Is serious, and potentially a criminal offence

- Could put pupils in the school at risk

- Is violent

- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of peer-on-peer abuse
If a pupil makes an allegation of abuse against another pupil:
- You must record the allegation and tell the DSL, but do not investigate it

- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

- Familiar, trusted member of staff will support the children who have been victims of or perpetrated the abuse. An Early Help Referral or a MARF to Bradford's social care may be appropriate.

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

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

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent

- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)

- Ensure staff reassure victims that they are being taken seriously

- Ensure staff are trained to understand:

o   How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports

o   That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"

o   That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

▪   Children can show signs or act in ways they hope adults will notice and react to

▪   A friend may make a report

▪   A member of staff may overhear a conversation

▪   A child's behaviour might indicate that something is wrong

o   That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation

o   That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

o   The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it

o   That they should speak to the DSL if they have any concerns

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

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

Your responsibilities when responding to an incident
If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.
You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

- Delete the imagery or ask the pupil to delete it

- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

- Say or do anything to blame or shame any young people involved

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

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

- Whether there is an immediate risk to pupil(s)

- If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)

- What further information is required to decide on the best response

- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

- Whether immediate action should be taken to delete or remove images or videos from devices or online services

- Any relevant facts about the pupils involved which would influence risk assessment

- If there is a need to contact another school, college, setting or individual

- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

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

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

- The imagery involves sexual acts and any pupil in the images or videos is under 13

- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

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

Further review by the DSL
If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the pupils involved (if appropriate).
If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

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

Referring to the police
If it is necessary to refer an incident to the police, this will be done through, dialling 101.

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

Serious violence

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

- Increased absence from school

- Change in friendships or relationships with older individuals or groups

- Significant decline in performance

- Signs of self-harm or a significant change in wellbeing

- Signs of assault or unexplained injuries

- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

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

- Being male

- Having been frequently absent or permanently excluded from school

- Having experienced child maltreatment

- Having been involved in offending, such as theft or robbery

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

Curriculum coverage

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

- What it is

- How it is most likely to be encountered

- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment

- Issues of legality

- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

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

- The receipt of such images

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

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.
We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:
- Put systems in place for pupils to confidently report abuse

- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils

- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

- All children should report any issues face to face/ via a friend/ to a trusted member fo staff who will pass on to the DSL.

- The reporting systems and processes will be made clear through discussion in our Living Life to the Full curriculum.

- Children will feel safe in submitting any concerns, through reassurances provided following disclosures.

Monitoring

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

Any questions regarding this policy should be directed to Mrs Ashworth, Mrs Gilhooly or Mrs Rhodes who the school's leads on this issue are.

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

Notes:

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