

Statement of INTENT

Good behaviour at Sandwell Community School is central to a good education. At Sandwell Community School we encourage all students to take responsibility for their own actions both in and out of school and to consider their impact upon others.

Principles

SCS seeks to create an inclusive and caring environment for our students by:

1. Aiming to achieve their highest possible potential by promoting positive behaviour.
2. Encouraging high student self-esteem and aspirations.
3. Ensuring equality and fairness of treatment for all.
4. Encouraging consistency of response to both positive and negative behaviour
5. Providing a safe, friendly and stimulating learning environment.
6. Ensuring a shared understanding with students and supporting their individual needs through a range of intervention strategies, including restorative justice.
7. Encouraging a positive relationship with parents and carers to develop a shared approach in promoting the highest standards of behaviour.

Legislation and Statutory Requirements

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

Education Act 2011	DfE (2013) ‘Use of reasonable force in schools’	DfE (2022) ‘Searching, Screening and Confiscation’
Children Act 1989	DfE (2023) ‘Working Together to Safeguard Children’	DfE (2022) ‘Behaviour in Schools’
Equality Act 2010	DfE (2023) ‘Keeping children safe in education 2023’	
European Convention on Human Rights	HM Government (2019) ‘Reducing the Need for Restraint and Restrictive Intervention’	

SCS CREATE

CREATE underpin SCS. The following SCS rules are based on SCS CREATE principles

CREATE



- **C**ooperate at all times with all instructions. First time, every time.
- **R**espect for self, others and the environment.
- **E**ffort – try your best at all times.
- **A**ttendance to school and lessons in a timely manner.
- **T**olerance of others and their cultures.
- **E**xcellence at all times.

CORE STANDARDS

The following CORE standards reinforce CREATE principles and both should be used together to reinforce positive behaviours and high expectations. They are non-negotiable.

Core Standards



- Wear full uniform at all times.
- Be mannerable at all times.
- Be kind and support others.
- Use appropriate language at all times.
- Respect the personal space of others.
- Be in the right place at the right time.
- Do not bring the school into disrepute, including when travelling to and from school.
- No banned items, including vapes and phones.

SCS Environment

The environment, curriculum and staff structure are under continual review so that we are able to provide a wide range of graduated responses to challenges and to prevent, as far as possible, the escalation of difficult behaviours and the use of physical interventions.

The management of students' behaviour is the responsibility of all members of staff, with Strategic Lead Deputy Headteacher and with Pastoral Team and Head of Centre taking the lead on each Centre.

All teaching and support staff receive Cpi-Si (previously MAPA) training, with the focus on avoiding the need for a physical intervention.

All of our students belong to a form group. SCS use our form groups to create a sense of belonging and ownership, and to deliver the SMSC tutor time themed programme through effective and engaging learning and teaching

MONDAY	- MOTIVATIONAL MONDAY
TUESDAY	- TRANSFORMATIONAL TUESDAY
WEDNESDAY	- WELL BEING WEDNESDAY
THURSDAY	- TOPICAL THURSDAY
FRIDAY	- FUTURES FRIDAY

The form tutor is a key element of SCS and their role is given in appendix A.

POSITIVE Behaviour

As a school we believe in promoting positive behaviour for learning.

An individual student will be awarded from 1 to 6 CREATE points (0 if CREATE rules are not followed). This is 1 point for each of the specific CREATE values. This will be for each of their lessons plus am and pm form time.

6 lessons plus 1 form times = 7 opportunities X 6 = 42 CREATE points per day.

Staff will log these as a POSITIVE ACHIEVEMENT on SIMS and inform the student at the end of the lesson.

During lessons students are given the opportunity to earn quick notes (issued for 6 points - see appendix B); these vouchers are entered into a raffle to be drawn at the end of each week.

REWARDS

Rewarding a student is an essential ingredient of SCS. The following are the REWARDS at SCS

ACHIEVEMENT	REWARD	When
Weekly		
Top CREATE points for each day	Chocolate Bar	Friday's Assembly
Weekly winner of CREATE points	£5 Love to Shop	Friday's Assembly
Good Citizen	£5 Love to Shop	Friday's Assembly
1 Quicknote draw	Chocolate Bar	Friday's Assembly
Student of the week/most improved	Certificate and £5 Love to Shop	Friday's Assembly
Half Termly		
Highest CREATE points	£25 voucher	End of Oct.....Feb.....May
Most Improved CREATE points	£25 voucher	End of Oct.....Feb.....May
Outstanding Contribution	£25 voucher	End of Oct.....Feb.....May
TERMLY		
Highest CREATE points	TRIP/Food reward	End of Dec.....Apr.....July
Most Improved CREATE points	TRIP/Food reward	End of Dec.....Apr.....July
Outstanding Contribution	TRIP/Food reward	End of Dec.....Apr.....July

ATTENDANCE		
Weekly		
100% Attendance	Certificate + 'Goody Box'	Friday's Assembly
Half Termly		
100% attendance	£25 voucher	End of Oct.....Feb.....May
Most improved attendance	£25 voucher	End of Oct.....Feb.....May
Executive Headteachers ½ termly Attendance + Punctuality Challenge	For achieving +5% attendance = £10 For achieving half of previous lates = £10	October March June
Termly		
100% attendance	£50 voucher or TRIP	End of Dec.....Apr.....July
Most improved attendance	£50 voucher	End of Dec.....Apr.....July

ALL rewards must be recorded on SIMS, so that these can be shared with SCS staff, external staff, students and parents.

SCS Graduated Response

LOW LEVEL DISRUPTION	1 st REMINDER	Remind of CREATE expectations + COREstandards	Where students follow staff instructions or for completing work or effort they can have their REMINDER rescinded in a lesson.
	2 nd REMINDER	Offer a positive way out	
	3 rd = Negative Behaviour	Student is identified as having a NEGATIVE BEHAVIOUR. Incident is recorded on SIMS A negative behaviour will result in REFLECTION.	
<p>Negative behaviour will result in a REFLECTION session of a meaningful duration (to enable the students to reflect on their behaviour)</p> <p>A number of resources are available for REFLECTION (see APPENDIX C)</p> <p>A REFLECTION session is issued following a negative incident. This will involve a student reflecting on their behaviours after they have been dismissed at the end of the day. The REFLECTION resources MUST be completed by the student and these will then be uploaded to our management system, SIMS and will also be emailed to parents.</p>			
PERSISTENT (on 1 DAY) DISRUPTION	<p>RECOVERY intervention required for additional support</p> <p>RECOVERY intervention REMOVAL from LESSON</p> <p>Phone Call HOME</p>		
PERSISTENT (repeated) DISRUPTION	<p>REPORT CARD – LSA GREEN (Appendix D1)</p> <p style="text-align: center;">↓</p> <p>REPORT CARD – Tutor Yellow (see Appendix D2)</p> <p style="text-align: center;">↓</p> <p>REPORT CARD – HoC Blue (see Appendix D3)</p> <p>PARENTAL meeting</p> <p>RECOVERY interventions as appropriate for behaviours</p>		

UNACCEPTABLE (serious) DISRUPTION	Fixed Term Suspension
Physical Assault	All SUSPENSIONS must be agreed with the Headteacher before being issued. Wherever possible alternative behaviour strategies will be exhausted, such as the use of internal sanctions and strategies.
Damage to property (significant)	On return from a suspension, student, parent/carer and a SCS Leader will attend a post exclusion meeting. This will enable all parties to review the incident and set targets and strategies to prevent similar incidents in the future. External parties such as social workers or the police may be asked to attend the meeting if deemed appropriate. Post Exclusion template (see appendix E) will be uploaded to SIMS and discussed with the Pastoral Team and the form tutor.
Drugs	
Weapons	Dependent upon the seriousness of the incident, senior leaders may deem it appropriate to source alternative provision for the student for an agreed period of time. Likewise, it may be appropriate that the student is moved to another SCS centre if safeguarding protocols deem it necessary.
Theft	
Racism Homophobic Sexually harmful beh Religious hate Bullying	

Acts of Violence and Aggression Against Members of Staff

SCS operates a ZERO TOLERANCE POLICY with regards to acts of violence and/or physical aggression against members of staff.

The LA and school Governors have a statutory obligation to ensure the provision of a safe and secure environment for all staff.

If a member of staff chooses to report an incident of violence and/or aggression to the Police, charges may be brought against the individual concerned and Alternative education may be sought for the student.

Student Voice

It is vital that all students have the opportunity to express their opinions. We ensure that all students have a voice. All students have contact twice a day with their form tutor and are given opportunities to reflect, where appropriate.

Working in Partnership with Parents/Carers

Clear communication regarding behaviour issues with parents/carers is critical. Staff will make regular contact. Form tutors will contact weekly to discuss the week. Pastoral Team and Senior Leaders, in particular, will contact if there is an issue that needs to be discussed. Parents/carers must take responsibility for their young person's behaviour – this responsibility does not stop at the School gate.

The Power to Discipline Beyond the School Gate

Disciplining beyond the school gate covers the school's response to all non-criminal negative behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This includes:

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Is identifiable as a student at the school

Or, misbehaviour at any time, whether or not the conditions above apply, that:

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

See Appendix F for Offsite Behaviour Guidance

Working in Partnership with External Partners

SCS works in close partnerships with a range of agencies to improve outcomes for our students. This includes:

Local authority services	Creative Academies
School Nurse	DECCA
Connexions	Brook
Catch 22	SCS AP Taskforce
Police	AP Providers

Behaviour Management Strategies for SCS Staff

Behaviour Steps – Screening, Searching, Confiscation

Sandwell Community School (SCS) appreciates that students have the right to expect a reasonable level of personal privacy and will do its utmost to ensure that, as far as possible, this right is respected. We aim to ensure that members of staff have the confidence to search and screen pupils, and to confiscate items as necessary, and that this is enacted in a calm, safe and supportive manner.

Nevertheless, the school also takes seriously its obligation under health and safety legislation for searching, screening and confiscation to be managed in a way which does not expose pupils or staff members to unnecessary risks.

The Searching, Screening and Confiscation policy sets out the framework in which the school will meet this obligation by outlining the circumstances in which pupils can be screened and searched. The policy also outlines the legal powers to seize and confiscate items during a search.

Prohibited items

Prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including themselves)

Banned items (these must not be brought into school)

Banned items:

- Fire lighting equipment – matches and lighters
- Vaping materials
- Aerosol cans
- Paint thinners
- Non-prescribed hypodermic needles
- Offensive materials (homophobic, racist etc)
- Mobile phones
- Caffeinated energy drinks
- Any other toys which are considered hazardous
- Any item that would interrupt the calm and efficient running of the school

Behaviour Steps – Physical Intervention

Sandwell Community School (SCS) believes that it is important to establish a safe, secure and stable environment to enable students to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.

In order to manage, appropriately record and therefore to review positive handling SCS has the following graduated approach

Types of physical	LEVEL	Definition	Example	RECORDED
CONTACT		as physical contact which, if avoided, would be inhumane, unkind or cause distress to a student,	where a student is significantly distressed and in need of physical comfort.	
ACTIVE CONTACT	LOW	actions used in an attempt to direct a student's movements		Cpisi form
		passive physical contact	standing between students or blocking a student's path	
		active physical contact	guiding a student out of a classroom.	
SAFETY INTERVENTION	HIGH	actions used in an attempt to physically bring a student under control. This type of force is typically used in more extreme circumstances.	to prevent that student from hurting themselves or others, from damaging property, or from causing disorder	Restraint Form see appendix F Incident Debrief see appendix G

SCS understands that behaviour is often a means of communication which may signal that a student is in need of support but does not know how to express this; therefore, SCS takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

The Physical Intervention policy acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, in order to handle students' emotions or aggressive behaviour when other measures have failed to do so.

The aim of this policy is to ensure that physical intervention is used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

Appendix G – Safety Intervention Form for reporting incidents

Appendix H – Debrief and evaluation form

The Role of the Tutor @ SCS - Support & Guidance

Safeguarding Communication Attendance Uniform Behaviour Tutor Time SMSC

The role of the Form Tutor is vital to the efficient running of Sandwell Community School as Tutors offer guidance, support and encouragement throughout the student's time with us. The Tutor should be one of the first people whom a student will turn to for help or advice, although it may be necessary to refer the matter to the Head of Centre. It is through regular daily contact that unobtrusive care is exercised.

Tutors must 'own' their tutees and do everything they can to ensure that their safeguarding (health, safety and welfare) is the main priority.

The main functions are as follows:

A. SAFEGUARDING

- Ensure the health, safety and welfare of tutees
- Complete Safeguarding Concern "MY CONCERN" for tutees if there are safeguarding concerns
- Identify counselling needs – refer to AP Taskforce
- Share any Safeguarding concerns at the daily briefing

B. COMMUNICATION

- Contact with home regularly via phone calls or emails
- Notify incidents to home, schools, partners and multiagencies
- Share Reports with Parents/Carers at the Parent/Carer Consultation Meetings
- Share any communication concerns at the morning briefing
- Work collaboratively with the pastoral team to clarify and support communication with relevant agencies
- Display relevant form information on the form time display board
- Own the student risk assessment and UPDATE and share when necessary

C. ATTENDANCE

- Look at weekly attendance data
- Identify patterns of lateness and absence weekly and consult with the attendance officer regarding concerns
- Share any attendance concerns at the daily briefing
- Attendance display in classroom which is updated monthly
- Daily contact for non-attenders

D. UNIFORM

- Ensure that students wear the correct uniform and that it is addressed in Tutor Time
- Contact home if uniform is becoming an issue via phone call, text or emails
- Support tutee to have correct uniform
- Share any uniform concerns at the daily briefing

E. BEHAVIOUR

- Discuss achievements and behaviour during Tutor Target Time
- Encourage students to follow Behaviour Expectations – CREATE
- Keep a record of CREATE points for rewards
- Keep a record of REWARDS your students receive
- Support student in completed Behaviour Reflection Sheets after incidents of unacceptable behaviour
- Ensure students are supported during consequences for behaviour
- Ensure progress in good behaviour is rewarded

- Nominate students for REWARDS
- Encourage student involvement in eating lunch and lunchtime activities
- Share any behaviour concerns at the daily briefing
- Promote positive interaction with the House System

F. TUTOR TIME

- Settle students in the morning and give them an opportunity to talk, laugh, give praise, encourage reflection, build trust and relationships
- Ensure engagement with Form time activities, including Form Powerpoint
- Talk about SCS PASSPORT, ensure personal targets from Attendance, Punctuality and Behaviour are set and reviewed
- To support with any issues of school work
- Know your students and share with staff any barriers to learning and strategies that are needed to support the student
- Celebrate significant events in tutees lives
- Support significant triggers of tutees
- Share any Tutor Target Time concerns at the debrief at the end of every day
- Deliver the daily programme of SMSC through effective and engaging learning and teaching

MONDAY - MOTIVATIONAL MONDAY

TUESDAY - TRANSFORMATIONAL TUESDAY

WEDNESDAY - WELL BEING WEDNESDAY

THURSDAY - TOPICAL THURSDAY

FRIDAY - FUTURES FRIDAY

- At the end of Tutor Time ensure pupils feel listened to and ready to learn

Good Job!

Awarded to _____

For being

- Co-operative
- Respectful
- Effort
- Attendance
- Tolerant
- Excellent

WELL DONE!

Good Job!

Awarded to _____

For being

- Co-operative
- Respectful
- Effort
- Attendance
- Tolerant
- Excellent

WELL DONE!

Good Job!

Awarded to _____

For being

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- Respectful
- Effort
- Attendance
- Tolerant
- Excellent

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- Co-operative
- Respectful
- Effort
- Attendance
- Tolerant
- Excellent

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Good Job!

Awarded to _____

For being

- Co-operative
- Respectful
- Effort
- Attendance
- Tolerant
- Excellent

WELL DONE!

Good Job!


Awarded to _____

For being

- Co-operative
- Respectful
- Effort
- Attendance
- Tolerant
- Excellent

WELL DONE!

Appendix C1: Reflection

Name	Year	Date
<p>WHY? In as much detail, please explain why you have been asked to reflect on your behaviour.</p>		
<p>What effects could your behaviour have on your learning and the learning of others?</p>		
<p>What will you do to change your behaviour and avoid reflection in the future?</p>		
<p>Write three targets to improve you behaviour</p>		
<p>1. 2. 3.</p> 		
<p>Student Signature</p>		<p>SCS Signature</p>

→ On completion email to parents and UPLOAD to SIMS

Appendix C2: Reflection

Name	Year	Date
------	------	------

Reasons for my behaviour

Consequences of my behaviour



Why did I do what I did?

Consequence: what happens after a behaviour, can be positive or negative

[Empty box for reasons]

Description of my behaviour

How do I feel?

[Empty box for reasons]

How has my behaviour affected others?

[Empty box for reasons]

Other consequences?

Plan for improvement:

Student Signature SCS Signature

→ On completion email to parents and UPLOAD to SIMS

Appendix C3: Behaviour REFLECTION

STUDENT		Year Group	
Staff		Date	

This must be completed neatly and in full sentences

What happened?	
What were you thinking at the time?	
What have you thought since?	
How did this make people feel?	
Who has been affected?	
How have they been affected?	
What should we do to put things right?	
How can we do things differently in the future?	

Student Signature	SCS Signature
-------------------	---------------

➔ On completion UPLOAD to SIMS and EMAIL to Parents

Friday							
Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
6							
8							

Behaviour Report
LSA



TARGETS
T1
T2
T3

Student Name:

Tutor:

Start Date of Report:

End Date of Report:

At the end of the day, take your report card to

Monday

Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							
8							

Tuesday

Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							
8							

Wednesday

Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							
8							

Thursday

Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							
8							

Friday							
Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							
7							

**Behaviour Report
Tutor**



TARGETS
T1
T2
T3

Student Name:

Tutor:

Start Date of Report:

End Date of Report:

At the end of the day, take your report card to

Monday

Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							
7							
8							

Tuesday

Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							
7							
8							

Wednesday

Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							
7							
8							

Thursday

Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							
7							
8							

Friday							
Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							
7							
8							

Behaviour Report
Head of Centre



TARGETS
T1
T2
T3

Student Name:

Tutor:

Start Date of Report:

End Date of Report:

At the end of the day, take your report card to

Monday							
Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							

Tuesday							
Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							

Wednesday							
Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							

Thursday							
Lesson	T1	T2	T3	CREATE Points	Subject	Staff	Additional Comments
1							
2							
3							
4							
5							
6							

Appendix E: POST SUSPENSION MEETING

STRATEGIC		DATE:	
Pupil		Year Group	
Attendees			
Reason for exclusion			
Notes			

Type of support agreed: (circle all that apply)			
Mentoring support	YES	NO	<i>Details</i>
Children services involvement	YES	NO	<i>Details</i>
Entitlement Plan Required	YES	NO	<i>Details</i>
Other	YES	NO	<i>Details</i>
STRATEGIES 0 impact		STRATEGIES some impact	
STUDENT Agreed NEXT STEPS		SCS Agreed NEXT STEPS	
1		1	
2		2	
3		3	
STUDENT signature	PARENT/CARER signature	SCS staff	SLT

APPENDIX F : Offsite Behaviour

Offsite Behaviour Contract

Students may access offsite activity in order to enrich their learning and curriculum opportunities. However, if their behaviour is unsatisfactory whilst offsite the following sanctions will be imposed:

First Incident: The first time a student misbehaves or is involved in an incident offsite they will be excluded from the next scheduled offsite activity.

Second Incident: The next time a student misbehaves or is involved in an incident offsite they will be excluded from all offsite activity for one term.

Third Incident: The third time a student misbehaves or is involved in an incident offsite they will be excluded from all future offsite activity.

APPENDIX G: SAFETY INTERVENTION – INCIDENT REPORT FORM

1. Basic information		CENTRE	
STUDENT		DoB	Yr.

2. Events leading to this incident		DATE	start TIME
Where did the incident begin?			
How did the incident begin?			
What staff were present?		What students were present?	

3. ACTUAL incident		TIME of hold	
What did you do to try to defuse the situation before using hold?			
What behaviour was the student presenting that warranted a hold?			
Describe what happened?			
How was the student restrained?		Hold duration	
Was anyone else involved in restraint?		Other Witnesses?	

4. Injuries sustained		YES/NO
Was the STUDENT injured?		Body Map?
First Aid checked?		By who?
Were STAFF injured?		Body Map?
First Aid checked?		By who?
ACCIDENT BOOK completed?		Further Notes

5. DAMAGE to property		YES/NO	
Property damaged			
DAMAGE reported?		Charge for damage?	

6. Implications for future planning			
What do you think this behaviour was about?			
What would you do differently next time to avoid the need for physical intervention?			
ACHIEVEMENT plan potential changes?		Updated YES/NO	
STUDENT risk assessment potential changes?		Updated YES/NO	

7. PARENT/CARER informed		YES/NO	
How informed			
Parent/Carer comments			
DATE		Time	

8. INCIDENT FORM completed by		STAFF	
DATE		Time	
COPIES to			

9. SLT further comments		SLT	
DATE		Time	
FURTHER ACTIONS			

Incident Debrief and Evaluation Form

Type of Incident	
Date and time of Incident:	
Name:	
Centre:	
Responsibility:	

Describe the incident :

--

List or describe actions taken:

--

List your actions/recommendations for improvement for future incidents of this type:

--

List or describe what was successful or observed working well in the whole incident:

--

List or describe what you thought was NOT successful or observed not working well in the whole incident:

--

Any further comments or suggestions for improvement for future incidents:

--

STAFF SIGNATURE**SLT SIGNATURE**

APPENDIX i: Sexual behaviour that requires intervention

Sexual behaviour may include:

- Explicit sexual remarks
- Display of sexual material
- Sexual gestures
- Unwanted physical attention
- Comments about sexual reputation
- Inappropriate touching

All staff working at SCS have a responsibility to respond to behaviour that could be considered sexually inappropriate. Staff must challenge any unacceptable or harmful behaviour.

SCS will use the Brook SEXUAL Behaviours Traffic Light Tool for guidance. (See Appendix i1 and i2)

Green Behaviours will be recorded on SIMS, Amber and Red will be recorded on MYCONCERN. All amber and red sexual incidents are recorded and investigated by the DSL/DDSL using MYCONCERN. The DSL/DDSL will investigate the concern and if appropriate will submit a Multi-Agency Referral Form (MARF).

APPENDIX i1 SEXUAL Behaviour Traffic Light Tool AGE 9-13



Behaviours: age 9 to 13

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

What is a green behaviour?

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

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

What can you do?

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

Green behaviours

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

What is an amber behaviour?

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

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

What can you do?

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

Amber behaviours

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

What is a red behaviour?

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

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

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

Behaviours: age 13 to 17

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

What is a green behaviour?

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

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

What can you do?

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

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

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

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

What can you do?

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

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

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

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

SCS Graduated Response

LOW LEVEL DISRUPTION	1 st REMINDER	Remind of CREATE expectations + <u>CORE standards</u>	Where students follow staff instructions or for completing work or effort they can have their REMINDER rescinded in a lesson.
	2 nd REMINDER	Offer a positive way out	
	3 rd = Negative Behaviour	Student is identified as having a NEGATIVE BEHAVIOUR. Incident is recorded on SIMS A negative behaviour will result in REFLECTION.	
	<p>Negative behaviour will result in a REFLECTION session of a meaningful duration (to enable the students to reflect on their behaviour)</p> <p>A number of resources are available (see APPENDIX C) and on completion these are to be emailed home</p> <p>A REFLECTION session is issued following a negative incident. This will involve a student reflecting on their behaviours after they have been dismissed at the end of the day. The REFLECTION resources MUST be completed by the student and these will then be uploaded to our management system, SIMS and will also be emailed to parents.</p>		
PERSISTENT (on 1 DAY) DISRUPTION	<p>RECOVERY intervention required for additional support</p> <p>RECOVERY intervention REMOVAL from LESSON</p> <p>Phone Call HOME</p>		
PERSISTENT (repeated) DISRUPTION	<p>REPORT CARD – LSA GREEN (Appendix D1)</p> <p style="text-align: center;">↓</p> <p>REPORT CARD – Tutor Yellow (see Appendix D2)</p> <p style="text-align: center;">↓</p> <p>REPORT CARD – HCC Blue see (Appendix D3)</p> <p>PARENTAL meeting</p> <p>RECOVERY interventions as appropriate for behaviours</p>		
UNACCEPTABLE (serious) DISRUPTION	Fixed Term Suspension		
Physical Assault	All SUSPENSIONS must be agreed with the Headteacher before being issued. Wherever possible alternative behaviour strategies will be exhausted, such as the use of internal sanctions and strategies.		
Damage to property (significant)	On return from a suspension, student, parent/carer and a SCS Leader will attend a post exclusion meeting. This will enable all parties to review the incident and set targets and strategies to prevent similar incidents in the future. External parties such as social workers or the police may be asked to attend the meeting if deemed appropriate. Post Exclusion template (see appendix E) will be uploaded to SIMS and discussed with the Pastoral Team and the form tutor.		
Drugs			
Weapons	Dependent upon the seriousness of the incident, senior leaders may deem it appropriate to source alternative provision for the student for an agreed period of time. Likewise, it may be appropriate that the student is moved to another SCS centre if safeguarding protocols deem it necessary.		
Theft			
Racism Homophobic Sexually harmful beh Religious hate Bullying			