



Nene Valley Primary School Behaviour and Discipline Policy

1 Aims and expectations

Our school behaviour policy aims to promote an environment where everyone feels happy, safe and secure. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy consistently. We follow the Cambridgeshire Personal Development Programme, which aims to help children become positive, responsible and increasingly independent members of the school community. Our ongoing programme of Personal, Social and Health Education (PSHE) provides a basis upon which we build the children's awareness of the social and emotional aspects of learning. Circle Time is used as one of the vehicles for activities and discussions. It enables the children to learn strategies for self-assertion as well as empathy for others. It helps to build self-esteem and tackle issues that are linked to bullying, providing the children with opportunities to voice worries, concerns, feelings and problems in a supportive setting.

2. Supporting Values

(Please refer to the school's Promoting British Values statement.)

The Department for Education states that there is a need

“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”

In support of its behaviour policy the school takes opportunities to actively promote its values through our assemblies and whole school systems and structures.

At Nene Valley Primary School, we uphold and teach pupils about the British Values which are defined as:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

The children have worked together and agreed a set of codes which we at Nene Valley Primary School actively work and live by; this is our 'Class Code of Conduct'. These codes are available in each classroom and are actively used by children and adults to influence others' behaviour.

The children have also been responsible for the development of our 5 key values:

Community, Enthusiasm, Respect, Responsibility and Teamwork



3. Procedures

Our school rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. (See appendices)

4. Entitlement

A reward and consequences system will be established and achieved through:

a. Golden Rules

b. Circle Time

c. Golden Time

- (i) Every child has the right to Golden Time. The loss of this time is the consequence of not following the Golden Rules.
- (ii) Children should be taught skills and strategies to help them keep the Golden Rules.
- (iii) Children can be rewarded by marbles in the class jar (or similar whole class reward system) followed by a mini class reward (up to 5 minutes) on filling the jar. Individual behaviour can be rewarded through mentions and certificates presented at celebration assemblies.
- (iv) Children will be treated equally irrespective of race, creed, sex, age, ability/disability according to the aims and expectations set out in the policy.
- (v) Children need to know and understand the values and attitudes inherent in Golden Rules.
- (vi) This knowledge and understanding will help to enable children to become more responsible for their own behaviour.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom charter/code of conduct, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school and why we feel that good behaviour is important.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please refer to the schools Anti-Bullying policy.

Nene Valley promotes a 'zero-tolerance' approach to sexual harassment and violence (refer to our Safeguarding Policy and Peer on Peer Abuse Policy). Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be, and all reported incidents are met with a suitable response and never ignored. An open and 'listening' culture is promoted through the strategies we operate in school (e.g. 'Listen to me' boxes).



5. Roles and Responsibilities

It is the responsibility of all adults in school to ensure that the school rules are enforced, and the responsibility of the adults in class that the class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Reasonable adjustments may be made for children with specific needs or difficulties, so that they are not treated unfavourably. Extra attention should be paid to any underlying difficulties when administering rewards and sanctions with this principle in mind, following due consultation with the SENCo and SLT.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on the class Golden Time record, and if necessary, on My Concern.. In the first instance, the class teacher deals with incidents him/herself following the agreed procedure of a verbal reminder (warning) and then leading to loss of Golden Time in 5 minute increments. However, if misbehaviour continues, the class teacher seeks help and advice from the appropriate team member who may be the Phase Leader, Inclusion Leader, Deputy or Headteacher. Parents are involved as soon as the class teacher has concerns that parents need to be aware of. (School does not report all incidents of misbehaviour to parents.)

The class teacher may liaise with external agencies, as necessary, to support and guide the progress of each child.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Phase Leader, then headteacher and if necessary the school governors, making reference to the school's Complaints Policy.

6. Evaluation

The school keeps a record of incidents of misbehaviour and also a list of appropriate sanctions and rewards. The class teacher may record minor classroom incidents if they require more than a verbal reminder. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident via My Concern our electronic recording keeping tool..

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and other recorded incidents to ensure that the school policy is administered fairly and consistently.

The Governing Body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendices:

- 1 Implementation of the Golden Rules/Golden Time/Circle Time
- 2 Guidance on sanctions



- 3 Guidance on the use of force to control/restrain pupils
- 4 Guidance on rewards
- 5 Best practice in response to prejudice related incidents
- 6 Best practice in response to Peer on Peer abuse
- 7 Golden Time Flow Chart

Signed:

Mr. Thomas Musson
Chair of Governors

Date: Autumn 2022

Signed:

Mr. Neil Reilly
Headteacher

REVIEW DATE: Autumn 2023

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Appendix 1

implementation of the Golden Rules/Golden Time/Circle Time

This section is fundamental to the success of our Behaviour Policy. All staff need to be familiar with and implement consistently the entitlement to Golden Time, Circle Time, Bubble Time, and the Golden Rules

The Golden Rules

The Golden Rules need to be learnt and understood by everyone at Nene Valley Primary School. They are central to our whole school ethos.

We are honest
We are gentle
We are kind and helpful
We work hard
We listen
We look after property

- a) Following Golden Rules is rewarded by having Golden Time, Tell a Good Tale and class rewards.
- b) Golden Rules are reinforced during Circle Time and assemblies.
- c) Golden Rules are operated inside and outside the classroom, at lunchtimes and at playtimes. A modified version of the rules is on display in the school hall and on the playground.
- d) Golden Rules are displayed in classrooms, community areas and playground and referred to regularly.
- e) Loss of Golden Time is the main consequence built into the Behaviour Policy, which reinforces the Golden Rules.
- f) All adults should have access to the reward and consequence system by reporting back to the class teacher.

Golden Time

- a) All children have a right to Golden Time.
- b) Golden Time is a 'special' time used as a reward for keeping Golden Rules.
- c) Activities are updated regularly in consultation with the children.
- d) Time is lost when the Golden Rules are not followed.
- e) If Golden Time is lost it is recorded on the Golden Time record sheet by the class teacher.

- f) Lost Golden Time can be earned back when a child has lost all thirty minutes through a contract between the pupil and class teacher.
- g) As a child 'fixes up' through the contract they can earn up to fifteen minutes back.

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- h) Golden Time is generally on Friday afternoons but may be changed in consultation with the PSHE Leader and SLT.
- i) Each child starts each week with a 'clean sheet'.

Circle Time

Circle Time is the core vehicle of our PSHE programme and is timetabled weekly for all classes and is used additionally as needed. In supporting the aims of this policy, Circle Time:

- a) Enhances positive behaviour and self-esteem.
- b) Is democratic.
- c) Emphasises unity and equality.
- d) Develops mutual respect.
- e) Encourages self-control.
- f) Motivates through the sharing of thoughts and feelings.
- g) Enables feelings to be expressed in a calm way.
- h) Encourages personal and collective responsibility for positive behaviour.
- i) Improves trust, empathy.
- j) Solves problems.
- k) Gives the teacher further knowledge of the class.
- l) Reinforces school values and beliefs.
- m) Helps to reinforce and teach the "Golden Rules".

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Appendix 2: Guidance on sanctions

(These provide a general structure and framework but are not prescriptive as situations and contexts may vary. If in doubt speak to a member of the senior leadership team. There is clearly overlap with the procedures for Golden Rules and Golden Time, but also a point where these sanctions are implemented as the ‘normal’ procedures are not effective.)

Level of formality	Stage	Examples of Incidents	Sanctions	Guidance for staff
School level: informal	1	Isolated minor incident of misbehaviour	Verbal warning Reminder of school rule broken	No formal record kept.
	2	Repeated minor incidents of misbehaviour e.g. name calling, not listening to adult, not doing as asked or reluctance to do task.	Class based sanctions. Reminder of Golden Rules Discussion regarding sanction; explain next stage.	Implement behaviour management strategies in class.
Semi – formal: parents involved	3.	Continuing incidents of misbehaviour. Child not responding to usual class/school behaviour management strategies.	Loss of privilege e.g. playtime. Planned ‘Time out’ in another class with structured task.	CT to meet with relevant member of Team (Phase Leader/DH /Head/Inclusion Leader) to discuss next steps. Discussion with parents. Informal behaviour plan. Set date for review.
	4.	Child not responding to behaviour plan, demonstrating little or no improvement in behaviour.	Internal exclusion or loss of privilege. Structured activities depending on incident.	Parents asked into school to discuss situation with headteacher to find a way forward. Review behaviour plan. Explanation of formal stage.

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Formal: parents involved	5	Repeat of stage 4	Temporary exclusion for lunch period / ½ day / 1 day or longer.	Letter to parents. Head to complete forms to LA. Inform Lead Professional for Pupil Referral Service Contact Ed Psych. Regular observations of child recorded.
	6	Serious isolated incident against adult. Continuation of behaviour previously exhibited.	Fixed term exclusion for up to 6 days	Letter to parents. As above. Parents to see Head before return of child.
	7	Same behaviour continuing	Fixed term exclusion between 6 and 15 days	Letter to parents. As above. Parents to see Head before return of child. Outside agency support (WO)
	8	See exclusion guidance: e.g. physical assault against pupil or adult, carrying offensive weapon, sexual abuse (including peer on peer abuse), and serious verbal abuse. Threatened violence, supplying illegal drug, bullying, racial abuse, damage, theft, persistent disruptive behaviour.	Permanent exclusion Refer to doc	Guidance from DfE & LA to be followed.

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Appendix 3: Guidance on the use of force to control / restrain pupils

Use of Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children, but refer to the guidance provided by the DfE; *'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies'*. (July 2013) Guidance clearly states that schools should **not** have a 'no touch' policy.

Schools can use reasonable force (taking into account the age and needs of the pupil) to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- conduct a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm
- maintain good order and discipline

(This list is not exhaustive.)

Schools cannot use reasonable force as a punishment.

Where reasonable force has been used or a pupil has been restrained, the incident will be logged and parents will always be informed.

In addition to the power to use reasonable force in the circumstance listed above staff may also use the '**Power to search pupils without consent**'.

Other Physical Contact

It is not illegal to touch a child. Nene Valley Primary School does not follow a 'no contact' policy as there may be times when physical contact is appropriate or necessary. These may include:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- Shepherding, not pushing, a child to face/continue in the right direction;

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- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

(This list is not exhaustive.)

RESTRAINT

Preventative Planning

Whilst it is recognised that incidents requiring physical intervention cannot usually be anticipated, where staff consider there may be a cause for concern, detailed planning is required, in consultation with an appropriate senior colleague.

Authorisation of Staff

Provided it is used as a last resort, and in the circumstances set out below, staff will be supported in their use of physical restraint. Support staff should seek immediate help from teaching colleagues. Normally, where there is more than one teacher, senior colleagues will take a lead. Adult volunteers will be working under the direct supervision of teaching staff.

Exercise of Restraint

Restraint should be exercised in such a way as to exert the least amount of physical force necessary to bring the situation under control. Wherever possible, restraint should be carried out according to approved techniques.

Positional Asphyxiation

There is an increased risk of causing positional asphyxia when restraining those of particularly small or large build. People restrained in the prone position should be placed on their side or in a sitting, kneeling or standing position as soon as practicable.

Staff should avoid using the prone restraint position unless it is proportionate to the threat and necessary in the circumstances. Staff should keep the period for which it is used to a minimum.

If restraint in a prone position is used, a member of staff should be responsible for monitoring the child's conditions, particularly the airway and response, protecting and supporting the head and neck. Care should also be taken not to place pressure on the child's chest or obstruct the airways.

Prolonged restraint and struggling can result in exhaustion, reduced breathing leading to build up of toxic metabolites. This, with underlying medical conditions, can result in sudden death with little warning. The best management is de-escalation, avoiding prone restraint, restraining for the minimum amount of time, lying the child on their side and constant monitoring of vital signs.

Circumstances in which physical intervention may be appropriate

The following are situations where staff may be required to judge whether or not physical intervention is appropriate (on school premises, field trip or other authorised out of school activity):

- Pupil committing a criminal offence
- Deliberate injury, including self harm and self defence (e.g. attack on pupil / member of staff, pupils fighting)
- Deliberate damage to property
- Accidental injury or damage to property through rough play or misuse of dangerous materials or objects
- Pupil absconding from the classroom or trying to leave the school premises (NB only applies if pupil could be considered to be at risk if not kept in classroom or on school premises)
- Serious disruption to a lesson

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- Persistent refusal to obey an instruction to leave a classroom (use with caution in order to avoid later allegation that they were the aggressor).

The age, understanding and sex of the pupil must be taken into account.

Managing potentially confrontational situations

Where an incident occurs, which may lead to physical confrontation, staff should follow the guidance set out below:

- Maintain your respect for all children even when condemning their behaviour
- Remain calm, confident and in control of your actions
- Have clear and reasonable expectations of behaviour from all pupils and ensure these are well known
- Repeat simple rules and expectations
- Offer choices
- Assume your expectations will be carried out and move away, returning later
- Remove any audience (or the pupil from the audience)
- Deal with difficult issues outside lessons
- Be prepared to “lose face” in the short term
- Have a plan for children who present particular or persistent difficulties

Further points:

- Where a child’s needs are recognised within the stages of the SEN Code of Practice, be aware of the targets and strategies identified for that child
- Seek advice and assistance from colleagues at an early stage
- Hand over to a colleague if the situation is ‘getting to you’ emotionally.
- Look for ways of reducing tension before addressing issues:
- Be aware of personal space
- Soften messages you give by your posture, tone of voice, eye contact etc
- Humour may have a place (provided it cannot be construed as humiliating the pupil)
- Make use of ‘time out’ systems.

The following are unlikely to be helpful:

- Open expression of anger
- Shouting
- Threatening
- Personal comments
- Humiliation of a child in front of their peers
- Leaving a child no options or space
- Thinking of behaviour management in terms of winning or losing

Dealing with situations where physical intervention is judged necessary

Where staff consider it necessary to intervene physically, the following **may** be permissible:

- Physically interposing between pupils
- Blocking a pupil’s path
- Leading a pupil by the hand or arm
- Shepherding a pupil by placing a hand in the centre of the back or (in extreme circumstances) using more restrictive holds.

The following should **not** be used:

- Holding a pupil around the neck, or by the collar, or in any way that may restrict their ability to breathe

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- Slapping, kicking or punching a pupil
- Twisting or forcing limbs against a joint
- Tripping up a pupil
- Holding or pulling a pupil by the hair or ear
- Holding a pupil face down on the ground

Physical contact in other circumstances

There are circumstances where physical contact may be appropriate, as follows:

- Demonstration of exercises or techniques e.g. Sports, PE, D & T.
- First aid
- Physical prompts or help for young children or pupils with SEN
- Comfort for pupils in distress.

It is important to remember that some pupils find touching unwelcome e.g. cultural background or previous distressing experiences. In exercising professional judgement staff should:

- Heed the pupil's response
- Discuss actions with colleagues
- Avoid private arrangements with pupils
- Be aware of the need for open doors, colleagues in the vicinity etc.
- Consider the age, understanding and sex of the pupil

Staff will take reasonable steps to ensure that such physical contact would not lead to any misunderstandings on the part of pupils, and will ensure that they do not leave themselves in a vulnerable position in respect of allegations that might be made in respect of their conduct.

Contact with Parents and other agencies

The school will ensure that parents are contacted:

- At a planning stage, as a preventative measure, where it is considered that a pupil presents a significant risk of requiring some physical restraint
- Following an incident where physical restraint has been required in order to resolve any issues relating to the incident itself
- Subsequently, as appropriate, as part of an ongoing behaviour management strategy.

The school will contact other agencies as necessary, e.g. Social Services, medical advice, where it is appropriate for the school to seek further advice, which will inform an individual 'behaviour management plan'.

Recording incidents

It is necessary to ensure that there is a contemporaneous account of every incident involving physical restraint of a pupil (as soon as possible, and normally not later than 24 hours). The school maintains an incident book that has a signed and dated entry for each incident.

Report the incident to the Headteacher or Deputy Head as soon as possible.

The report must include:

- Name of pupil(s) involved, and when and where the incident took place.
- Names of any other staff or pupils who witnessed the incident
- Reason that force was necessary (e.g. To prevent injury to pupil, another pupil or member of staff)

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- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, steps taken to defuse or calm the situation, degree of force used, how it was applied, by whom and for how long
- Pupil's response, and the outcome of the incident
- Details of any injury suffered by the pupil, another pupil, or member of staff and of any damage to property

Staff should keep a copy of their report and may seek advice from a senior colleague or representative of their professional association.

Parents should be informed by the appropriate person as soon as possible; usually the Head or Deputy Head. Oral information should be confirmed in writing. Parents will be offered an opportunity to discuss the incident. Where other agencies such as Social Services are involved they should also be included in debriefing arrangements.

Dealing with Complaints

There may be occasions where physical intervention results in an allegation of assault by a pupil or their parents / carers. Every allegation requires a thorough and professional response, even though some allegations will turn out to be unfounded.

Where there is an allegation of assault, the Headteacher, prior to the detailed investigation of the matter, should establish that the parent is satisfied not to invoke the Child Protection Procedures, and for the matter to proceed through the school's investigative and, where necessary, disciplinary procedures. Reference will be made to the school's policy on *'Dealing with Allegations of Abuse Against Staff.'*

Parents have the right to refer any incident of alleged assault to the police as a child protection issue. If they do so then the Headteacher has to allow that process, which may involve a joint investigation with Social Services/NSPCC (depending on circumstances), to conclude before following through any internal processes. This does not, of course, preclude the Headteacher from affecting a suspension if s/he considers that to be appropriate.

In such cases, the LA should be informed, and advice sought from the Designated Officer (DO).

If an allegation is made against the Headteacher, the CEO of the OWN Trust, the Chair of Governors and LA's Designated Officer should be informed. If an allegation is made against a member of staff working directly for the LA, the LA's Designated Officer should be informed.

In these circumstances, support may be provided either for the member of staff about whom an allegation is made, or the pupil making the allegation, or both.

Support for staff

In addition to the employee's professional association, the school is committed to providing support and advice to staff that have been involved in physical intervention. This may relate to:

- The trauma of the incident itself
- The distress of an allegation having been made against them, or
- Both

Provision for counselling will be made if required.

The LA endeavours to provide some external support, as appropriate, if required.

An opportunity will be made to examine the incident and plan future strategies.

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Staff Training

The school is committed to high quality training in positive behaviour management strategies and physical intervention techniques for all staff that require it. In order for physical intervention techniques to be safely employed, all staff involved will identify their training needs in this area and training will be arranged as required.

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Appendix 4: Use of Rewards

The following provides a list of possible rewards used within the school. The list is not exhaustive. Any reward system must be monitored for its equality of implementation.

Context – Class level	Possible reward
Demonstration of school values and/or class charter. (Refer child to values displayed in class.)	Verbal Praise. Child may place his/her name on the class display of a 'rainbow'. Limited use of stickers/stamps. (Child must be clear what the sticker/stamp is for.)
Clear demonstration that learning intentions have been met.	Agreed stamp from marking guidance.
Clear demonstration that learning intention has been very effectively met – evidence of good learning.	Gold sticker added to work and shared with headteacher.
<u>Group/Class</u> Consistent combined demonstration of values or examples of good work/effort.	Individual class systems (e.g. marbles in a jar.) followed by agreed class mini reward.
Individually recognised performance during the week – could be effort, behaviour, attitude, improvement, achievement.	<u>Nene Valley Award</u> (1 child/per class/per week) decided by the class teacher and presented in whole school assembly.
Adherence to the current core learning skills objective, decided by class teachers.	<u>CLS Award</u> – 1 per class /per week in Key Stage assemblies.
Context – SLT level	Possible reward
More significant achievement – academic, social, behaviour etc.	<u>Headteacher certificate</u> – requested for individual pupils by a member of staff, written and presented by the headteacher.
Very significant achievement in any area – academic, social, behaviour etc.	<u>Postcard home</u> – requested from the headteacher for individual pupils by a member of staff, written by the member of staff and posted home.

Additional Rewards

- Pen Licence – consistently good handwriting - black pen, sustained earns blue ink pen.
- Attendance Trophy – class with 100% attendance earn trophy for the following week.

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Appendix 5:

Best Practice in response to Prejudice Related Incidents

- Recording incidents in the presence of the perpetrator and the victim
- Discussion with, and involvement of, parents
- Whole class, group and one-to-one discussions following incidents
- PSHE policy, ethos of the school and assemblies
- Discussion about similarities and differences
- More accurate recording and monitoring of incidents
- Exclusion
- Improved communication with parents
- Use of bilingual support (translators)
- Circle time, Friendship week, PSHE lessons and discussions in assemblies – a focus on positive behaviour and respect
- Displays of artefacts and books about differences
- Strategies in place to prevent incidents at certain times of the day
- Training – governors, support and lunchtime staff

Appendix 6:

Best Practice in response to Peer on Peer Abuse Incidents

At NVPS we endeavor to promote and foster healthy and respectful relationships between boys and girls including through Relationship and Sex Education and Personal Social Health and Economic education. The most effective preventative education programme is through a whole- school approach that prepares pupils for life in modern Britain. Our school has a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. These are underpinned by this behaviour policy and our pastoral support system. We also use a planned programme of content delivered through our curriculum as appropriate to the ages and needs of our pupils especially when considering SEND children and their cognitive understanding. At NVPS we deliver this currently, through planned, high-quality, Sex and Relationship Education (SRE) and Personal, Social, Health and Economic (PSHE) education following the Cambridgeshire PDP.

This may tackle such issues as:

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- Healthy and respectful relationships;
- What respectful behaviour looks like?
- Consent;
- Gender roles, stereotyping, and equality;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual violence and sexual harassment is always wrong; and
- Addressing cultures of sexual harassment.

All reports of peer on peer abuse will be dealt with on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required. The school will take all reports seriously and will reassure the victim that they will be supported and kept safe and abide by our policy for **Peer on Peer abuse/sexual harassment and violence. ******



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APPENDIX 7: GOLDEN TIME FLOW CHART

