



# Behaviour Policy and Statement of Behaviour Principles

Embrace Multi Academy Trust strives to maintain and improve good provision and outcomes at each of its member schools. Based upon our shared ethos and our values of wisdom, collaboration, respect, integrity, inclusivity, and compassion, we aim to support the learning and development of every person within the trust and our policies are written from this perspective.

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### 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

### 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### 3. Definitions

*The points below are suggestions only and should be adapted to suit your school's specific circumstances.*

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (eg gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

## Huncote Primary School – Anti-Bullying

Bullying in any form will not be tolerated at Huncote. We prevent bullying through a whole school approach that includes teaching children the STOP mantra, standing for Several Times On Purpose and to Start Telling Other People. Explicit teaching of this is in our Personal Development curriculum and through assemblies, alongside the teaching of respectful relationships, consistent classroom routines, visible staff presence in social spaces, restorative conversations, and a curriculum that promotes equality, diversity and inclusion.

Pupils, parents/carers and staff can report concerns in confidence via speaking to any trusted adult in school such as your child's class teacher, the Designated Safeguarding Lead (DSL) or a senior leader; or logging concerns through our internal reporting system (orange safeguarding forms which can be found on the parental board in the foyer).

All allegations are taken seriously and investigated promptly and thoroughly: we listen to all parties, gather statements and relevant evidence (including online material), assess risk, inform parents/carers where appropriate, and record outcomes and agreed actions. Bullying that occurs off site or online (including on social media or messaging platforms) will be addressed where it impacts pupils' safety, wellbeing, or the good order of the school; we will work with families, and, where necessary, external agencies, while applying school sanctions that are reasonable and proportionate.

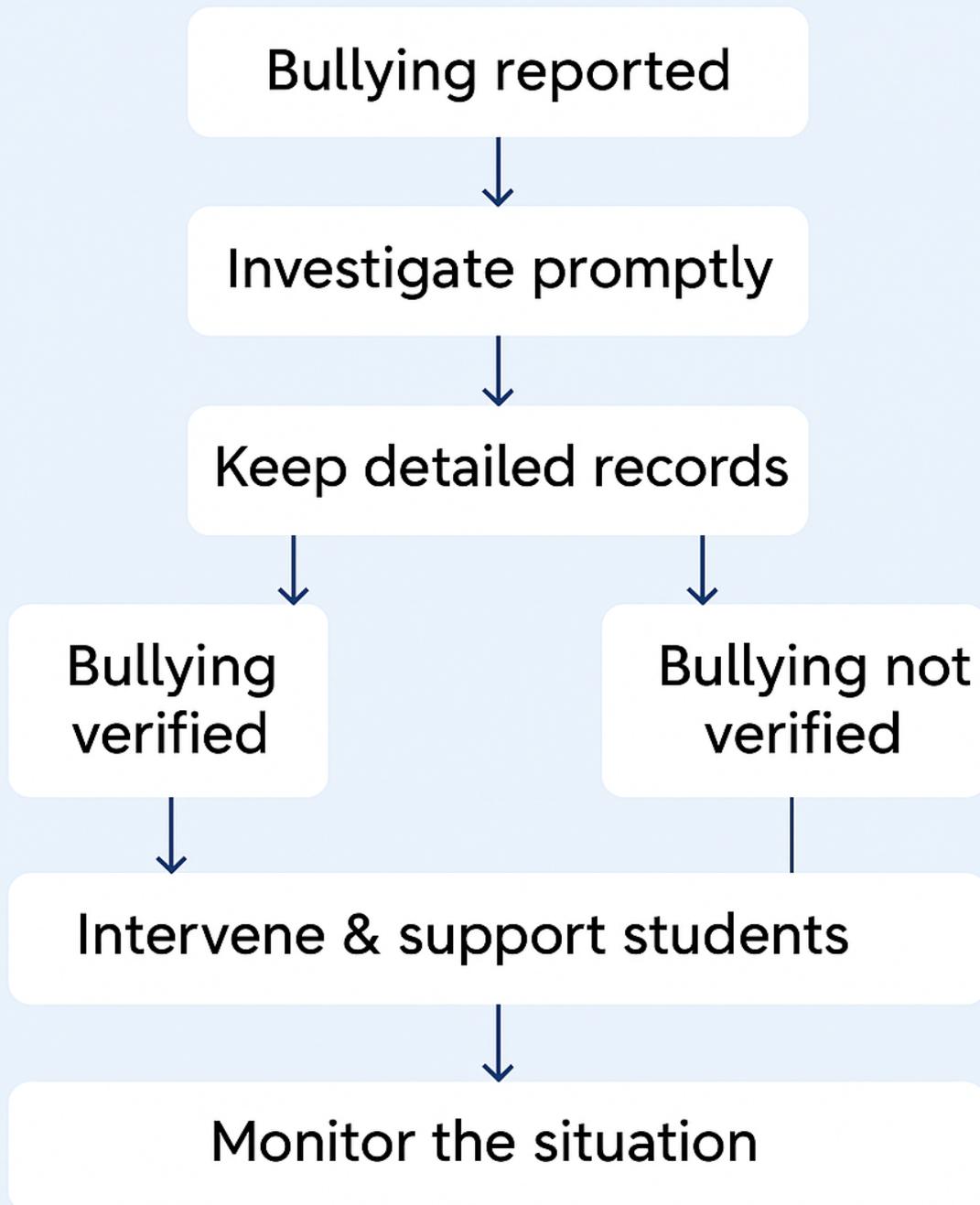
Every incident is recorded on CPOMS, our central safeguarding system, enabling us to analyse patterns by type, location, pupils involved and frequency; this monitoring informs targeted interventions, supervision plans and whole school prevention.

Sanctions are applied in line with Sections 7 and 8 of this policy, using a graduated response that may include restorative conversations, loss of privileges, reflective tasks, behaviour charts, and—where warranted—internal withdrawal, suspension, fixed term or permanent exclusion.

We support pupils who have been bullied through check ins with trusted adults, safe spaces, peer support, reasonable adjustments, and ongoing review; we also support pupils vulnerable to bullying (especially those with SEND or other protected characteristics) with proactive plans and additional supervision.

Pupils who have engaged in bullying receive education, support and clear boundaries to address causes and prevent recurrence, alongside appropriate consequences. Staff and governors receive regular training on preventing, identifying and responding to bullying (including online harms, prejudice-based bullying and the use of restorative approaches), with updates scheduled annually and following any policy changes or emerging trends.

# Bullying Response Flowchart



Bullying is a key theme woven throughout PSHE across all year groups. Pupils learn what bullying is, how it feels, why it occurs, and how to prevent and respond to it effectively. Through developing social, emotional and behavioural skills, pupils are taught the importance of empathy, respect and social responsibility, including the role of being an *upstander* rather than a bystander. By strengthening self-esteem and understanding the impact of their actions on others, pupils are less likely to engage in bullying behaviour and are better equipped to challenge it when it occurs.

Here is an overview of how positive relationships are taught in each year group.

<b>Reception</b>	<p>I can work and play cooperatively and take turns with others.</p> <p>I can form positive attachments to adults and friendships with peers.</p> <p>I can show sensitivity to my own and other's needs.</p>
<b>Year 1</b>	<p>I can tell you what bullying is.</p> <p>I know some people who I can talk to if I was feeling unhappy or being bullied.</p>
<b>Year 2</b>	<p>I understand that bullying is sometimes about difference.</p> <p>I understand that it is OK to be different from other people and to be friends with them.</p> <p>I recognise when I feel worried and know who to ask for help.</p>
<b>Year 3</b>	<p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation better or worse by what they do.</p> <p>I know some ways to helping to make someone who is bullied feel better.</p>
<b>Year 4</b>	<p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on.</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p>
<b>Year 5</b>	<p>I can understand how rumour-spreading and name calling can be bullying behaviours.</p> <p>I understand what racism is.</p> <p>I understand there are rights and responsibilities in an online community.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices, and I know how to support children who are being bullied.</p>
<b>Year 6</b>	<p>I can explain the different between and upstander and a bystander.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can use technology positively and safely to communicate with my friends and family.</p>

## 5. Roles and responsibilities

### 5.1 Governors

The Local Governing Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for:



Reviewing and approving the school's version of the trust's behaviour policy

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording serious and physical behaviour incidents accurately and promptly on CPOMS.
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

### Our Behaviour Culture

Our school is committed to creating a positive, inclusive and nurturing culture in which excellent behaviour enables every pupil to feel safe, valued and able to achieve their full potential. High standards of behaviour and learning are secured through the promotion of pupils' self-confidence and self-esteem, supported by regular praise, affirmation and recognition of success.

We believe that a calm, respectful environment, rooted in consistently high expectations, allows learning to flourish and supports pupils' academic and social development. Mutual respect between pupils, and between staff and pupils, underpins our school culture and contributes to harmonious relationships across the community. Rewards are used purposefully and positively and are prioritised over sanctions.

As an inclusive school, we value difference and diversity and aim to enable all pupils and adults to flourish. Pupils understand that values guide our thinking and behaviour, are modelled daily by staff

and pupils and are reflected in the way we treat one another, adhere to school rules and contribute positively to school life.

### **Expected Behaviours**

We define successful behaviour as pupils consistently demonstrating kindness, respect, responsibility and resilience in all areas of school life. Pupils are expected to develop and practise key habits and routines that support their personal growth and academic success, including:

- Greeting others politely and using positive language
- Following instructions first time and maintaining focus in lessons
- Moving around the school calmly and safely
- Showing respect for people, property and the school environment
- Taking pride in their work and positive participation in class

### **Relationships at the Heart of Behaviour**

Our approach is grounded in building strong, meaningful relationships with all pupils and their families. We recognise that positive behaviour is most successful when home and schoolwork in partnership. Staff take time to know each child well, understand their needs and ensure they feel secure, listened to and supported. This relational approach allows us to respond to challenges with compassion, consistency and clarity, helping pupils learn from mistakes and make positive choices.

### **High Expectations for All**

We believe that all pupils, are capable of meeting our behaviour expectations. Staff maintain high standards consistently and support pupils to rise to them. Expectations are explained, modelled and reinforced daily so that pupils understand what excellent behaviour looks like and how it contributes to their success and the success of others.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given, without answering back or being rude
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

# Huncote Golden Rules



Be safe and self-controlled

Be respectful to everyone



Be ready to learn and help others learn

Move calmly and considerately around school



Take care of our school and represent it well, online and outside school

These behaviours are revisited frequently and explicitly taught through assemblies, classroom practice and our wider curriculum.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## **6.1 Mobile phones**

Children do not need their mobile phone in Primary school, and they are not permitted onsite. We have a separate mobile phone policy which is available on our website.

## **7. Responding to behaviour**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Huncote Rules in classrooms and refer to these regularly, during restorative conversations and when giving praise.
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils warmly in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **7.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information, this can be found on our school website.

### **7.3 Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture, ethos and values.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Class Dojo points being awarded, particularly our 'Fab All Day' Dojo.
- Verbal praise and stickers from class teachers, support staff and SLT.
- Praise in books such as stickers, 1TP (1 team point),
- Non-verbal praise such as a smile, thumbs up etc.
- Communicating praise to parents/carers via a phone call or written correspondence on Class Dojo
- Certificates or awards in assemblies
- Positions of responsibility, such as ambassador, school council, or an allocated job status

Our team points are awarded and collated via Class Dojo rewarding positive behaviour and fostering a feeling of teamwork and belonging across the school community. There are four teams which the children are placed in: blue, green, yellow, red.

The winning team with the most points at the end of each week receive 5 mins extra playtime on a Friday.

# Positive Behaviour Rewards

## Everyday, Immediate Recognition

These happen quickly and frequently.

- Verbal Positive Praise  
("Well done for lining up calmly.")
- Stickers
- Dojo Points

## Fab All Day - Dojo Points

Children who do not receive a strike all day earn

2 Fab All Day Dojo Points

This recognises consistent, positive behaviour across the whole school day.

## Class-Level Recognition

More noticeable and shared

- Visual & Public Recognition (Within the Class)
- Show Work to Other Adults in School (SLT, teachers, LSA, support staff)

## Jobs & Responsibilities (Y5/6)

Year 5 and 6 pupils may be given special roles such as:

- classroom responsibilities
- leadership jobs
- support roles around school

## Family Recognition

Extends beyond the classroom

- Chat to Parents  
(Message or phone call home)
- Photo/ photocopy of work sent home.

## Happy Lunchtime Pom Poms

Pom poms are awarded for:

- good manners
- fabulous behaviour
- playing kindly and respectfully at lunchtime

These count towards class rewards

## Weekly Rewards

More selective and celebrated.

- Star of the Week
- Fabulous Friday  
(Chosen children who consistently make the right choices)

## Team Point Rewards

Children earn Dojo points throughout the week.

The team with the most points receives:  
5 minutes extra play

## Whole-School Recognition

High-status, less frequent.

- Termly Achievement Awards  
Three awards per class each term, celebrating pupils who have shown exceptional effort, achievement or contribution to school life.

## TTRS, Numbots & Maths Challenge Certificates

For some year groups, certificates are awarded for:

- Times Tables Rock Stars achievements
- Numbots progress
- Maths challenge milestones

## Attendance

When the class earns enough attendance tokens to fill their chart, they receive an attendance award.

## Age & Stage Appropriate Rewards

All rewards and recognition will always be age- and stage-appropriate, ensuring that children across the school experience success in ways that are meaningful and suitable for their developmental level.

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Loss of break or lunchtime
- Loss of privileges – for instance, the loss of a responsibility
- School-based community service, such as litter picking
- Referring the pupil to a senior member of staff
- Message or phone call home to parents/carers
- Agreeing a behaviour chart
- Removal of the pupil from the classroom via internal withdrawal
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

# Managing Challenging Behaviour

## Verbal Warning

- Calm reminder of expectations
- timeout of the classroom to reflect (if needed)

Before escalation, incidents must be unpicked and everyone involved must be listened to.  
This ensures fairness and understanding before consequences are applied.

Behaviour will always be addressed in a way that is appropriate to the child's age, stage of development, and the context of the situation. This does not mean there will be no consequence –every action has a consequence.

## If behaviour continues:

### Strike 1 - Formal Warning

- Recorded on Class Dojo
- Explain reason for strike: You've received a strike because (state behaviour).

Inappropriate touching/ language (age and context considered) Minimum Strike 3 (or higher consequence if safeguarding concerns).

## If behaviour continues:

### Strike 2

- Recorded on Class Dojo & note
- Explain reason for strike: You've received a second strike because (state behaviour).
- Chat with adult 1:1 (LSA/Class Teacher) to prevent further escalation.
- Explain consequence: If this continues, it will be escalated to SLT and you will lose part of your break/lunch.

Serious behaviour incidents will be dealt with on a case-by-case basis, with the Headteacher deciding appropriate consequences

When a child is emotionally dysregulated, they need time to calm before discussing the incident.

Intentional Physical behaviour = immediate 3 strikes

## If behaviour continues:

### Strike 3

- Recorded on Class Dojo and message to parents.
- Explain reason for strike
- Escalate to:  
Mrs Houghton  
Mrs Chadwick  
Mrs Montgomery (if out of class)
- Consequence: Loss of appropriate time at break/lunchtime
- Restorative conversation & explain consequence clearly:
- Your actions have led to this consequence. Let's talk about how to avoid this next time.

### Top 3 De-Escalation Tips

- Be empathetic - Listen without judgment; show understanding.
- Focus on feelings - Validate emotions before addressing behaviour.
- Stay calm - Model calm behaviour; breathe and respond rationally.

For more information scan the QR:



## **Responding to misbehaviour at lunchtime (Happy Lunchtime)**

During lunchtimes, our staff will utilise their training and systems in place to ensure that all children have a Happy Lunchtime. Staff will use 'The Zone' to provide a new activity each lunchtime for children to take part in. A sports coach is also employed 4 days a week to provide children with a fun sporting activity.

Staff use a positive behaviour system of pompoms to encourage good behaviours such as:

- Having good manners including good table manners
- Showing respect for each other, staff and equipment
- Eating politely and in a calm manner
- Trying new and different things
- Persevering with new skills, such as using a knife and fork

### **The Zone** –

This is an area of playground will be known as 'The Zone'. Each day a different activity will take place, drawn from a wide range of activities designed to appeal to differing 'styles' of play. Staff will let the children know each day what will be in the zone and occasionally where it will be if moved to a new location.

The adult in charge of The Zone that day ensures that the rules are known and respected. They will supervise The Zone - everyone is welcome in The Zone.

### **Rules for The Zone** –

The equipment is only to be used in The Zone area and cannot be taken out of The Zone. Everyone can join in (pupils should reply 'of course you can' when asked by another pupil if they can join in).

### **Rewards** –

Adults (Lunchtime teachers) will award poms poms freely for positive behaviours during lunchtime. Pom poms will be collected in a tub, one per class. The winning class will be announced each week in our celebration assembly. The winning class will be presented with the Golden Lunchbox and will receive 10 minutes of an activity of their choice.

Each Lunchtime Teacher will nominate a pupil for a special Lunchtime Star of the Week Certificate which will be awarded in our celebration assembly. Certificates will include the pupils name, the Lunchtime Teacher's name and reason for the award. Where possible the reason will be linked to our values.

### **Dining Hall** –

We all want to ensure that the hall is a quiet and pleasant area to eat. If the hall is too noisy then an adult will show an orange card to indicate that the volume needs to be turned down. If this does not happen, then a red card will be shown. We are aiming to achieve 6 days without a red card.

# Playground behaviour

## Verbal Warning

- Calm reminder of expectations

Before escalation, incidents must be unpicked and everyone involved must be listened to. This ensures fairness and understanding before consequences are applied.

## If behaviour continues:

### Formal Warning - 1 strike

- 2 -5 minutes reflection time standing with an adult.
- Explain the reason: You need a timeout because (state behaviour). Your actions have a consequence, but you'll have a chance to make things right.

Behaviour will always be addressed in a way that is appropriate to the child's age, stage of development, and the context of the situation. This does not mean there will be no consequence —every action has a consequence.

Inappropriate touching/ language (age and context considered) Minimum Strike 3 (or higher consequence if safeguarding concerns).

## If behaviour continues:

- Radio for support
- Child is sent inside for an indoor timeout (supervised by an adult).
- Strike system applied based on behaviour severity:  
Low-level continued behaviour → Strike 1 or 2  
Serious behaviour → Automatic Strike 3
- All strikes recorded on Class Dojo.

Serious behaviour incidents will be dealt with on a case-by-case basis, with the Headteacher deciding appropriate consequences

Intentional Physical behaviour = immediate 3 strikes

## Playtime End Routine

- First Whistle - A few minutes before the end of break: All children stand still.
- Remind them to tidy up and walk, not run, to their lines. Blow second whistle. Correct any running immediately.
- Third Whistle - Once everyone is in lines: Ensure silence in lines.
- Dismissal Order:  
Year 1, Year 3, Year 6 go first. After a minute, Year 2 and Year 5 follow. An adult walks Year 4 round.
- Staff Reminder:  
All adults not on duty must be back in class by 11:00am.

- ### Top 3 De-Escalation Tips
- Be empathetic - Listen without judgment; show understanding.
  - Focus on feelings - Validate emotions before addressing behaviour.
  - Stay calm - Model calm behaviour; breathe and respond rationally.

For more information scan the QR:



## Recording Incidents

For any incidents requiring a strike, teachers add this onto each child's Class Dojo account which is viewable to parents/carers, and the senior leadership team. Behaviour incidents are analysed each term by the senior leadership team to identify any trends or patterns. This analysis is used to further inform practice and support for pupils.

10 strikes = child will have a conversation with Mrs Houghton

15 strikes = a phone call home will be made

20 strikes = child will be placed on a behaviour chart

## Behaviour Charts

Any child who is showing misbehaviour regularly will be moved on to a Behaviour Chart for 2 weeks. Children will need to sit down with their class teacher and their parents to fill in personalised targets for behaviour. Each lesson will be recorded and at the end of each day signed by the class teacher and parent. At the end of the 2-week monitoring period a review meeting needs to be held between the child, teacher, and parents to review next steps. If a child has met all targets they can be removed from the report and go back to normal class behaviour monitoring.

## 7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Always be recorded and reported to parents/carers

In line with statutory requirements from September 2025, all significant incidents involving the use of reasonable force will be recorded and reported to parents/carers, unless doing so would place the child at risk."

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

## 7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

## Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – eg "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the *headteacher or assistant headteacher who are designated safeguarding lead and deputy designated safeguarding lead* to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that is not worn wholly next to the skin or immediately over underwear (eg a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

## **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school cannot get in touch with the pupil's parents/carers, or if they are not able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

## **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (eg school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (eg on a school-organised trip).

### **7.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **7.9 Suspected criminal behaviour**

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

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or assistant headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information which can be found on our school's website.

### **7.11 Malicious allegations**

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our policy on allegations of abuse made against staff, and procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **Detention**

When three strikes have been issued, pupils will receive a detention during break or lunchtime. All detentions will be appropriate to the pupil's age, developmental stage and the nature of the incident.

The school will decide whether it is necessary to inform the pupil's parents/carers.

### **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the teacher with whom they have been sent to and will be removed for a maximum of 1 day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day, or the day before, that their child will be or has been removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with parents/carers
- Use of learning support assistants
- Short-term behaviour charts
- Long-term behaviour plans
- Multi-agency assessment

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

### **8.3 Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspensions and exclusions guidance for more information which can be found on our school website.

## **9. Responding to misbehaviour from pupils with SEND**

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach includes examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or severe skin problems.
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

## **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- Restorative conversations to help pupils reflect on their behaviour and understand its impact
- Check-ins with a trusted adult to provide emotional and practical support
- Short-term behaviour targets focused on key improvements
- Use of a behaviour chart to monitor progress and provide regular feedback
- Reintegration meetings following removal, off-site direction or suspension
- Messages home to keep parents/carers informed and involved
- Positive reinforcement of improvements and re-teaching of expectations

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

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

- The needs of the pupils at the school

- How SEND and mental health needs can impact behaviour
- Updates to behaviour policy

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every term by the headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Trust Leader at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the local governing body.

## 14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusions policy
- Safeguarding Child Protection policy
- Physical restraint policy
- Mobile phone policy

## Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The board of trustees and local governing committee also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 1: Child on Child Abuse

### Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that does not mean that this kind of abuse is not happening.

Child-on-child 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 children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude 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 do not want to receive such content.

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

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.