

Positive Behaviour Policy



Through respect we will work together in Christ to develop the whole person

Written: September 2022

Date of Review: September 2023

St Matthew's Catholic Primary School

Positive Behaviour Policy.

This is St Matthew's Catholic Primary School's policy for behaviour and discipline and is set within the context of the whole school aims and mission statement.

"Through respect we will work together in Christ to develop the whole person".

In our Catholic School, we strive to develop the whole person by providing a caring ethos where everyone feels safe, confident, valued and respected. We believe that each person is an individual with a God given dignity. All of our children are entitled to be given opportunities to reach their full potential. Therefore, we must provide for them an education which will enable them to be personally fulfilled and work together in a supportive way that enables all to reach their full potential, emotionally, socially and academically.

The Governing Body accepts this principle and seeks to create an environment in the school, which encourages and reinforces good behaviour. It is the governing body, head teacher and senior leadership team's responsibility to promote good behavior and support colleagues to implement this policy. At St Matthew's we want to encourage an atmosphere and environment where the children feel safe and secure. This can be achieved when the children are enthusiastic, vibrant, happy, thoughtful and respect other people and their property. We adhere to behaviour principles [\(see appendix 1\)](#)

Policy Aims:

The primary aim of our behaviour policy is to promote acceptable behaviour. We have school rules and the staff do not ignore unacceptable behaviour. This policy also aims to:

- To create an environment which encourages and reinforces positive behaviour.
- To ensure that children follow Gospel and British values
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline, respect and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To ensure all staff, parents and children are aware of their roles and responsibilities in regards to behaviour management.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour, we acknowledge that these are goals to be worked towards. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

In St. Matthew's we use 'The Zones of Regulation' (see appendix 7) as a tool to support children with managing their own behaviour. This is an emotional regulation tool that can guide our children to self-regulate their emotions, in order to respond appropriately. It helps children to know and understand that problems, emotions and reactions come in different sizes and that the size of the reaction has to match the size of the problem. Children learn healthy coping regulation strategies which allow them to help themselves in different situations. Together with 'The Zones of Regulation' we use aspects of another tool called 'ROAR' which is a resource in response to Mental Health in primary schools.

We define unacceptable behaviour as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Refusing to follow direct instructions
- Lack of respect
- Repeated breaches of the school rules
- Any form of bullying
- Physical assault
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Peer on Peer Abuse (see appendix 8)
- Possession of any prohibited items.

The following roles and responsibilities will be implemented in support of the positive behaviour policy:

The Governing Body will:

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

The Head teacher will:

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Ensure the school environment encourages positive behaviour
- Ensure that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff will:

- Model positive behaviour
- Offer the children choices and the chance to make the right decision
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents (see appendix 2 for a behaviour log)
- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all
- Manage the appropriate use of different rewards effectively.
- Inform parents/carers about the welfare and behaviour of their children

The senior leadership team will support staff in responding to behaviour incidents including seeking training and support when necessary.

Parents

Parents are expected to:

- Reinforce the school's behaviour code
- Support their child in adhering to the school rules and systems
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Avoid commenting on school issues on social media.

The Children will:

- Follow the school rules and code of conduct
- Behave in an orderly and self-controlled way
- Be responsible for own actions and their impact on others in the classroom and around the school
- Show respect to all members of staff and each other, their work and property
- Move quietly around the school
- Accept sanctions when given
- Be a positive role model
- Use good manners.
- Be kind to each other including, kind hands, kind feet and kind words.
- Use social media responsibly in and out of school.
- Follow our Golden Rule, treat others, as you would like them to treat you.
- Be ambassadors for St. Matthew's Catholic Primary School both in and outside of the school gates.

Lunchtime & Playtime

Playtime is treated the same as any other time of the day and the same rules apply. On the main yard, ball games can only be played within the sports pitch on a rota basis. If pitch rules [appendix:10] are not followed during allocated pitch time- this will result in children losing this privilege. Selections of small equipment games and activities are in place on the main yards, these games are located inside the container on the main yard. Mentors assist the staff with their roles. Mentors are children from across the school who are trained to ensure all children are included, encourage friendship groups and promote positive play. The front yard is to be used as more of a quiet area for those children to wish to read, draw or play board games etc.

Additional support will be given at lunch/play times to promote positive behaviour and modelling how to play games with others, take turns, and share. The teaching assistants and staff on duty will promote good behaviour/game playing. They will follow the school behavior policy and record any incidents accordingly.

SEE APPENDIX 5 POSITIVE PLAYTIMES

Pupils conduct outside the school gates

At St Matthew's Catholic Primary School we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extra-curricular clubs and extended school activities which take place beyond the normal school day – e.g.: football matches. Incidents outside school that affect school will be investigated and sanctions applied.

Attendance on school trips and residentials are deemed to be a privilege and therefore any child who cannot display appropriate behavior at all times will not be accepted onto the school trip.

Any poor behaviour outside of school (including incidents on social media) which can be associated with our children or our school will follow the sanctions as outlined in this policy. School is proud of the reputation of our school and will always strive to ensure that our children show good standards of conduct at all times.



REWARDS

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role helping children to see that good behaviour is valued.

The most common reward is **praise**, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high.

Classes use praise, stickers and Dojos, Star Awards, praise post cards home, special responsibilities/privileges/ treats and sports incentives to acknowledge good behaviour and these are recorded by staff. Children are held up as role models for others and are acknowledged publicly praised for making the right choices.

Whole school rewards

Star awards are to be used for **good work in books**, teachers and TAs should either write star award or use a stamp to show the child has been given the reward.

- After 25 stars the child gets a bronze certificate & pencil
- After 50 stars the child gets a silver certificate & pen
- After 75 stars the child gets a gold award & medal

Dojos should be used for positive attitude to work, good manners, involvement in lessons, and any other positive behaviours including playtime and lunchtime.

Each class will have **Dojo teams**, all individual Dojos will feed into the weeks group score. The Dojo teams will be called after famous Liverpool people: Chavasse, Wilkinson, Archer and Braddock.

The team with the most Dojos will be allocated 4 points to go towards the whole school winners. This will descend to the lowest team being awarded 1 point towards the whole school winner. The team with the most points across the school will be recorded on a chart in assembly. **Each half term the Dojo team winners will be rewarded.**

Each week a **merit certificate will be given** to a student who has shown exceptional work, or has achieved something outstanding that week.

Golden Rule Book – 3 children from each class who have shown consistently good effort and behaviour are chosen each week to be entered into the “Golden Rule Book”. Individuals receive a special award (a golden rule pencil and sticker) at assembly in recognition of their efforts.

Headteacher certificates are given to children who have shown consistent hard work, exemplar behaviour or have been recommended by other adults in school for attainment or achievement.

The following rewards are presented publicly during weekly Praise Assembly:-

- Class merit certificate
- Golden Rule Book
- Bronze, Silver or Gold star awards
- Dojo House winner
- Head Teacher awards if any
- Best class attendance & classes on target
- Weekly 100% attendance stickers
- Birthday stickers
- Postcards home

STEPS & SANCTIONS

Alongside positive reinforcement for appropriate behaviour, all teachers use a staged approach to help manage classroom behaviour. This is a whole school approach for behaviour management with agreed whole school sanctions, set out in 4 stages. This is backed up by clear and consistent explanations about why certain behaviour is inappropriate.

The principle behind this system is:

1. That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.

2. That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.

3. Pupils who regularly follow the rules are noticed and rewarded.

4. The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

Children start each day not on stage; each day is treated a fresh start. If behaviour slips to include low level disruption they will become stage 1. The child will be warned about possible consequences and a appropriate sanction applied. If the child's behaviour continues or deemed serious enough they move to stage 2 of the policy and appropriate sanctions applied. If poor behaviour continues the child will move to stage 3 or 4 if necessary and appropriate sanctions applied. (SEE APENDIX 6 BEHAVIOUR FLOW CHART)

Please note: Certain harmful and abusive behaviour goes immediately beyond the stages and is dealt with by SLT immediately.

Stage 1

Low level disruption

e.g. Persistent talking, calling out, not listening, out of seat, making inappropriate noises- not following classroom rules.

ACTION:

No need to record on CPOMS - Recorded on behaviour sheet

Minimal low-key response managed by the Class teacher:

Direction to class rules

Praise of other children - eye contact (stern stare, raised eye brow)

Name/pause technique

A gentle reminder of expectations

Direct to seat

Stage 2

e.g. Continued low level disruption of stage one, not completing an expected amount of work in a set time due to behaviour, deliberate disruption e.g. trying to distract other pupils from their work, rough play

ACTION:

Staff member to record on CPOMS

Response managed by class teacher:

Ask children to reflect on the Zones of Regulation- 'How are you feeling?'

Consider seating arrangements/ groupings

Set a time limit for improved behaviour

Time to reflect on their behaviour and complete appropriate activity with class teacher during playtime or lunchtime

Access 'Thinking Time card' child sent to a named class until they are ready to join back in.

Informal conversation with parent/carer (recorded on behaviour sheet)



Stage 3

e.g. Intentional damage to property / refusal or lack of respect / persistent rudeness / unkind words to others

ACTION:

Staff member to record on CPOMs and Team Leader to add action

Team Leader to contact parents and record on CPOMs

Member of school staff to take child to team leader (Mrs Collins, Mrs Dunbar, Mr Edwards) for an appropriate length of time

Fixed term loss of breaktime and lunchtime using reflection sheet as a means of restorative practice (see appendix 2)

Possible SENCo involvement for referral or support

Letter of apology by the child

Stage 4

Repeatedly leaving class without permission / behaviour is creating a health and safety risk/ fighting and intentional physical harm to other children / verbal abuse to others/ theft, / bullying of any form

ACTION:

Taken to DHTs/HT (in this order) immediately

Meeting with parents

Positive behaviour plan co-created and monitored over agreed period of time by class teacher and SLT

Internal exclusion

Possible fixed term exclusion

Possible permanent exclusion

Possible withdrawal from school events

Pastoral support programme

Involvement of other agencies as deemed necessary

Possible referral to fair access panel (needs parent agreement)

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the educational psychologist may be necessary. This decision will be made by the head teacher.

REPORTING BEHAVIOUR AND MANAGING IMPACT

Behaviour Logs – CPOMS

A system is in place for logging any incidents or concerns relating to a child's behaviour, whether it be incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues. It is the responsibility of staff to report incidents, which warrant a record on the behaviour incident on CPOMS. It is the role of SLT to collect and monitor incidents recorded on CPOMS as directed by the head teacher.

Sanctions are always recorded on CPOMS.

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviours are required to avoid future punishment.
- Group/Class punishments are not allowed.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is seen as wrong.

Where a loss of playtime is the sanction the class teacher must arrange for the child to have the opportunity to go outside for 5 minutes with an appropriate adult.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

We expect all of our children to follow our behaviour standards and conduct themselves appropriately. In the instance that an incident of poor behaviour takes place it will be investigated by school staff and appropriate actions taken.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to SLT so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Physical restraint

In some circumstances, **trained** staff in 'positive handling' may be required to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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
- Be recorded and reported to parents

Confiscation

- **Any prohibited items** (including inappropriate articles, toys, stolen items etc.) in pupils' possession will be confiscated. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head teacher will discipline the pupil in accordance with this policy.

Please refer to our Parental Complaints Policy for more information on responding to allegations.

The Head teacher will also consider the pastoral needs of staff accused of misconduct.

SEN code of practice

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the Special Needs Code of Practice. Special Needs are seen as a reason not an excuse for inappropriate behaviour, and in working with parents/carers our role is to teach appropriate behaviours. For repeated behaviours class teachers will complete an incident log in order to monitor the types of behaviours and possible triggers. **See Appendix 3**

SEN Considerations

The SEN Code of practice identifies that:

'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.' (6.21)

At St. Matthew's we recognise that certain behaviours can be due to an unidentified need. In school we follow the graduated approach and if needed we will monitor patterns in behaviour and address concerns. We will put support in place and/or refer to appropriate services.

ADAPTIONS

Whilst we have a universal expectation of behaviour, school staff will consider age, stage and additional needs when actioning rewards and sanctions. Extenuating circumstances in a child's life will also be considered. Those children with a pupil profile or a support plan may have individual targets they are working towards.

We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) or YPAS (Young Person's Advisory Service). In addition, school receives support from our local SEN consortia and can access available providers that meet the needs of individuals.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator Mrs Gaskell will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met and we will endeavour to make reasonable adjustments taking into account other pupils' needs and the capacity of main stream school.

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 to create the plan and review it on a regular basis. This plan may include transfer to a more appropriate placement.

Pupil 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

CPOMS ensures all necessary information is transferred to relevant staff and schools securely.

Monitoring arrangements

This behaviour policy will be reviewed annually by the Head teacher and ratified by the full governing body.

Appendix 1:

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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 and parents/carers.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are informed of behaviour incidents to foster good relationships between the school and pupils' home life
- Pupils are supported by the Zones of Regulation to identify their feelings and have the ability to use strategies to self regulate
- Staff will always listen and will endeavour to understand the causes for the behaviour
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2:

Behaviour Reflections



Reflection sheet

Date

Name

class

What I did.

Who was involved

What I was thinking and feeling at the time

Who has my behaviour affected?

Appendix 3 Incident log for children displaying additional needs



St Matthew's Catholic Primary School. Incident Log

Complete by ticking boxes below, if they are sensory seeking make a note of what you have observed.

Make a note of any triggers. This will help us identify and meet the child's needs.

Name

Class

Date	Throwing	Hitting	Kicking furniture	Kicking others	Running away	Refusal	Damage (resources , displays)	Sensory seeking (describe/explain)

Any triggers identified?

Appendix 4 Pupil support plan



Support Plan for

Class

Has child any additional/specific needs:

Cognition and Learning / Communication and Interaction / Social, Mental and Emotional Health /Sensory/ Physical

Is child on the SEN register? YES/NO

Reason for support plan/Area of concern

Start date

Review date

Signed by

Parent

Teacher

SLT

Target	Desired outcome	Strategies & Provisions	Key staff	Review Reviewed by

Appendix 5: Positive Playtimes

POSITIVE PLAYTIMES

At St Matthew's we recognise Article 31 of the UN convention of the rights of a child that children have a right to play.

We aim for playtimes to be positive and behaviour managed in order not to disrupt play.

Playtimes are unstructured so sometimes expectations are not clear for children. The following flow chart sets out expectations for dealing with challenging behaviour.

All children have a universal offer of play. We have high expectations of all children and adults should follow the behaviour policy when managing this. Those children with additional needs

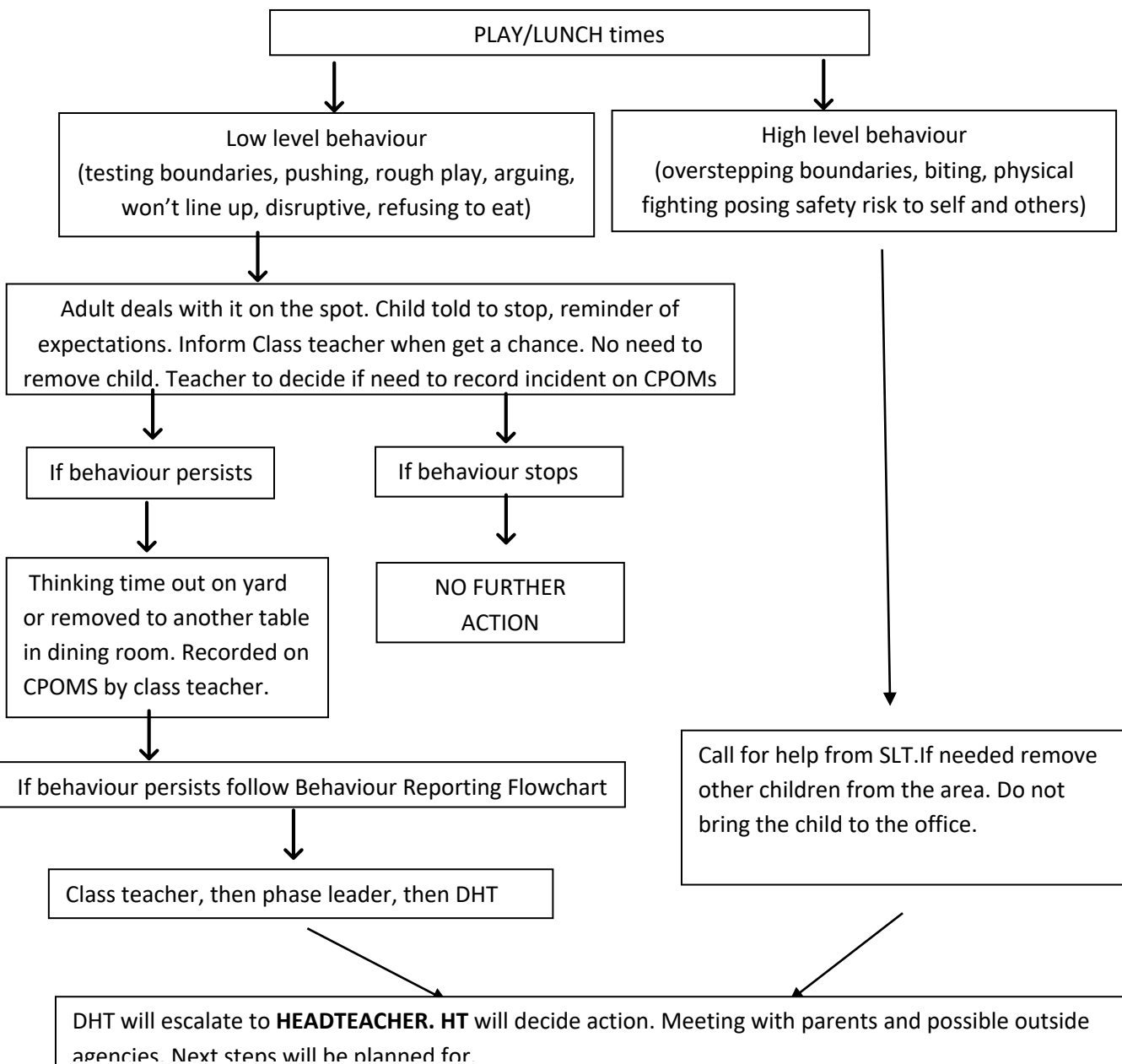
may need a different approach and should be managed on a needs-led basis and in consultation with SENCO/SLT.



Article 31 is important to children and young people

- We must have space and time for play, recreation and relaxing
- Playing helps us stay safe, healthy and happy
- Governments MUST find ways to get rid of the things that get in the way of time for play
- We must have opportunities to explore and understand our own culture
- We should be involved in cultural and artistic activities and be able to go to places like museums, festivals, theatres, concerts and libraries
- Governments must make sure that none of us are left out
- If Governments take all of this seriously, our lives will be happier and healthier

www.ipaworld.org



Appendix 6: Behaviour Flow Chart

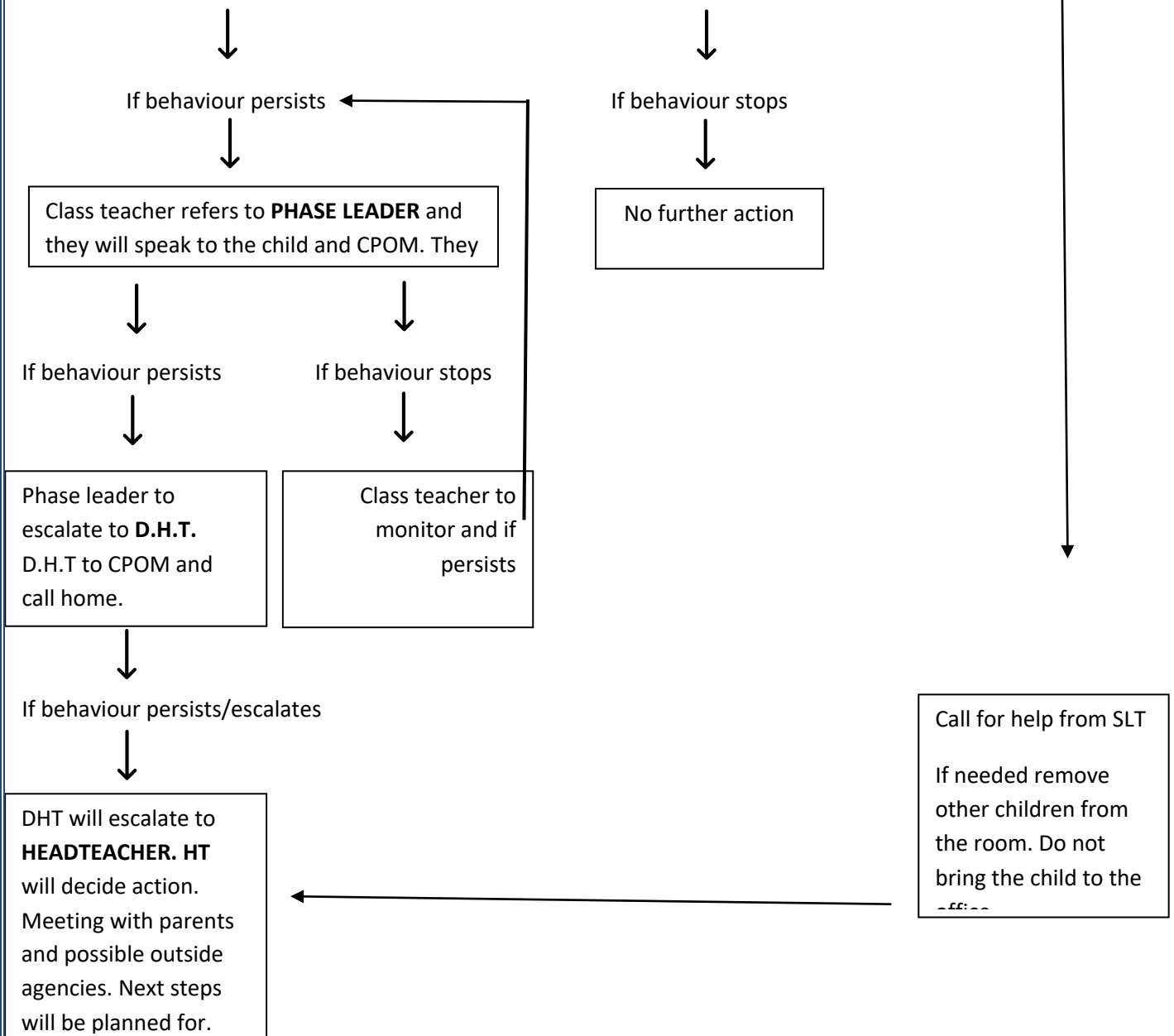
1. Low Level behaviour

(arguing back, pushing/shoving, disrupting, refusing to do work)

2. High Level behaviour

(posing safety risk to self and others)





Behaviour is to be managed within the classroom by the CLASS TEACHER. Children should not be told to leave the classroom without an adult, behaviour policy should be followed. **CLASS TEACHER/LSA** to deal with incident and CPOM. LSAs should always inform CLASSTEACHER of incident. If it is an outside supply teacher, they should deal with it on the spot and inform the other year group teacher, who will then CPOM.



Children with SEN or those on a plan may need an alternative approach, this will be judged by the 1-1 or CLASSTEACHER at point of incident. The CLASSTEACHER has overall responsibility for behaviour management in their class. Children should not be made to lose their break time or threatened with this. If it is decided that a child needs to complete a reflection you will be informed by SLT and alternative/reduced outside time will be organised for that child.

In the absence of a class teacher, the year group teacher will take over.
 In the absence of a phase leader you should go to the other phase leaders or DHT if all phase leaders are unavailable.
 In the absence of DHT, the HT will be informed. Absence of HT, the DHT will deputise.

Appendix 7: Zones of Regulation

The ZONES of Regulation			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
<p>Sad Sick or Hurt Tired</p>	<p>Happy Calm Feeling Okay Good</p>	<p>Frustrated Worried Silly/Wiggly Grouchy</p>	<p>Mad/Angry Terrified Yelling Too Silly/Wiggly</p>
<p>Bored Moving Slowly Shy Exhausted Depressed</p>	<p>Focused Ready to Learn Good Listener Proud Relaxed</p>	<p>Excited Anxious Jealous Confused Embarrassed Upset</p>	<p>Elated Hitting Extreme Emotions Out of Control</p>
			

Appendix 8 Peer on Peer Abuse

What is peer on peer abuse?

A **peer** is a child at school or outside of school.

Abuse is something which usually physically or emotionally **hurts** another person by using behaviour that is meant to **scare, hurt** or **upset** that person.

Peer-on-peer abuse can happen inside and outside of school – it can happen online or in-person.

Class teachers will ensure that children are aware of what peer-on-peer abuse is in an age appropriate way and how to report if they are subject to peer- on-peer abuse or think someone else is.

Forms of peer-on-peer abuse?

1. Bullying

- Emotional bullying
- Physical bullying
- Verbal bullying
- Racist bullying
- Homophobic bullying
- Sexist bullying
- Cyberbullying

2. Sexting

Sexting is sending **inappropriate pictures, videos or messages**. **Pressuring** someone into sending these pictures, videos and messages is **abuse**. It is important to know that sharing nude images or videos is **illegal** even if **consent** is given. If consent has not been given for someone to share nude images or videos to another person, it is **abusive and illegal**.

3. Sexual harassment

Sometimes, people can **act sexually towards others**, and it might make them feel uncomfortable. This can happen **online** and **face-to-face** (both physically and verbally) and is never acceptable at any age. It might make someone feel **scared, embarrassed, uncomfortable** or **upset**.

It could be:

- Someone making **sexual comments**, like telling sexual stories, saying **rude things**, or saying sexual things about someone's **appearance** or clothes.
- Calling someone **sexual names**.
- **Sexual jokes** or teasing.
- Being physical, like **touching** which makes someone feel uncomfortable, messing with their clothes, or **showing pictures** or **drawings** which are of a sexual nature.
- Being sexual online, like **sharing sexual pictures** and **videos**, or posting sexual comments on social media.
- **Sexual threats** or pushing someone to do something sexually that they don't want to or aren't ready for.

4. Relationships

Any relationship should be **positive** and make a child feel **safe, happy and comfortable**.

A negative relationship might make a child feel **scared, confused, worried** and even **unsafe**.

Positive relationships

- You are **comfortable** around that person.
- You can be **honest** with that person.
- You can say how you **feel** and what you are **thinking**, and you **listen** to each other.
- You **support** each other and treat each other **well**.
- You feel **safe**.
- You **trust** that person.
- You do **helpful things for each other**.
- You are **never pressured** to do anything that makes you feel uncomfortable.
- You feel **looked after**.

Negative relationships

- The person might **push** you, **hit** you or **break** your things.
- The person might **tell you what to do**, what to wear or who you can see.
- You might feel **scared** – they might say they will hurt you if you don't do something.
- They might **make threats** or do harmful things if you do something they did not want you to do.
- The person **calls you names**, makes you feel bad in front of other people and makes you **feel bad about yourself**.
- The person gets **angry easily** and you don't know what will make them angry – it might make you feel **nervous**.
- The person might **pressure** you to do things **you don't want to do** or are not ready for.
- The person **might not take no for answer** when you say you don't want to do something.

How can I help stop abuse from happening?

Staff will work with children through class teaching and assemblies to ensure there is an awareness of what they can do to help stop abuse at our school by:

- Making sure they **understand** how they should **treat** others.
- **Helping** others when they are in need.
- Being **kind, friendly** and **respectful** to others.
- Thinking about people's **feelings** before they say or do something.
- **Talking to someone** when they are worried.

Children should know that abuse is never OK and it is serious. It is not funny, or part of growing up. If they abuse someone, they will get into trouble.