



**The Park Federation Academy Trust  
Lake Farm Park Academy**

**Behaviour Policy**

## Approval

<b>Signed by Chair/CEO/Principal</b>	Harshindar Buttar
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### Contents

		Page
1.0	Introduction	3
2.0	Rationale	4
3.0	Our core values	4
4.0	Promoting Positive Behaviour	6
5.0	Behaviour Management Plans	7
6.0	Playtimes, Lunchtimes and Extended School	8
7.0	Supporting Children with Behavioural, Emotional and Social Difficulties (BESD)	9
8.0	Exclusions	9-10
8.1	Managed Moves	
9.0	Malicious allegations	11
10	Collective Responsibility	11
11.0	Confiscation and Searching	12
12.0	Pupil Transition & Links with Other Policies	12
13.0	Behaviour incidents that occur outside school:	
13.0	Positive handling strategies at Lake Farm Park Academy and DfE Guidance	14
	Appendices: Appendix 1 Behaviour Chart with examples of misbehaviours Appendix 2: LFPA Values Appendix 3 Child on Child Abuse  Appendix 4 LAKE FARM PARK ACADEMY TERMLY REWARDS CHART- Give out in class, names	

## **Section 1: Introduction**

### Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

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/policy.

This policy complies with our funding agreement and articles of association

At Lake Farm Park Academy we foster an environment of mutual respect and co-operation. We consider our Academy to be a community where everyone, staff and pupils, work together in an encouraging way ensuring everyone's views are valued and respected.

We strongly believe that high standards of behaviour lie at the heart of a successful academy which enables all its pupils to make the best possible progress in all aspects of their life and work. It will also allow all staff to be able to teach and promote good learning without undue interruption or harassment.

Our behaviour policy is designed to create a learning environment which supports the individual needs of each member and the development of good working relationships. Achievement of every kind, academic and non-academic, is valued and celebrated. All members of our Academy should have an equal chance to succeed and reach their full potential.

It is the responsibility and expectation of all staff to read and follow, model the behaviour policy in their classroom and around school.

This policy will be shared with all staff and parents annually and published on the Lake Farm Park Academy website. Additionally, the academy's expectations about behaviour will be clearly set out in the Home Academy Agreement.

This policy links to our Anti-bullying and Child Protection Policy which includes Screening and searching pupils

## **The Park Federation Vision Statement**

As part of the Park Federation, Lake Farm Park Academy has developed this policy in line with the vision of the federation which is outlined below:

The Park Federation is here to serve the whole community and wants all children to enjoy and benefit from a first-class education. Our academies are safe, happy and creative places where excellent behaviour, hard work and ambitious academic standards are prized and nurtured. Every family is welcome, respected and encouraged to play an active part in their children's learning. All children have opportunities to grow in self-belief, express their individuality, and develop the confidence to take the next step in life and their next step in learning. *We aim to be a springboard to success!*

## **Section 2: Rationale**

All members of the Academy community need to be encouraged to develop a confidence about themselves, a respect for others and a realisation that they and others are valued and respected here.

**Acceptable standards of behaviour, work and respect depend upon the example of us all.**

We will support in ensuring everyone understands that we should:

- Have respect for ourselves and others
- Value the rules of the academy
- Be sociable
- Share difficulties
- Be on task with work and be motivated to do our best
- Respond quickly to direction
- Conduct ourselves in a safe and responsible way
- Have a whole-school approach to address: peer on peer abuse, sexual harassment, online sexual abuse and sexual violence

The aims of the behaviour policy are:

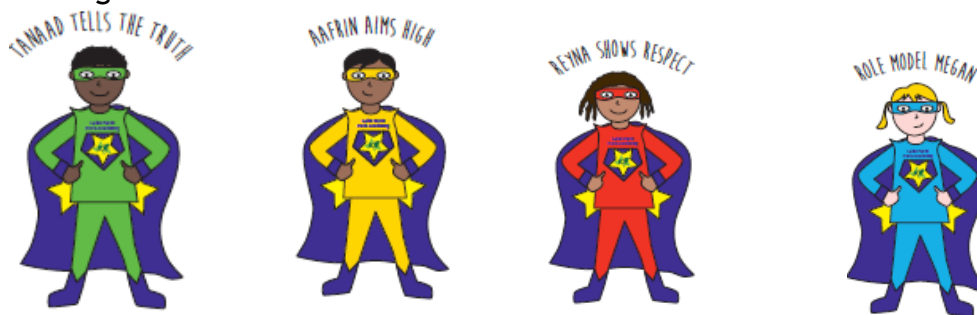
- to maximise children's learning and ensure their happiness in school
- to ensure that behaviour management by all staff is consistently applied;
- to ensure that behaviour expectations are communicated fully and clearly to parents;
- to keep developing good working relations with home;
- to ensure all parents, teaching staff and non-teaching staff work together in a positive way;
- to separate the person from the act i.e. 'your learning behaviour is unacceptable', not 'you are unacceptable'.
- to express our rules and ways of conduct in positive terms;

- to assist everyone who may be experiencing difficult times;
- to promote positive behaviour rather than sanction negative behaviour;
- to promote respect for the school environment by keeping it attractive and stimulating;
- to encourage pride in the school by enjoying contributing to its care including books and equipment with practical help and acceptable conduct.
- take sexual harassment and abuse allegations seriously. We have in place this behaviour policy, pastoral support and our relationships, sex and health education curriculum to guard against sexual harassment and abuse.

Each class will develop their own class charter in line with the school’s policy and with reference to the Rights Respecting School Award and promoting healthy minds, growth mind-set and wellbeing.

### Section 3: Our Core Values

Our approach to promoting and achieving positive behaviour is built around four core values. These encompass what is known as the LFP way. (Appendix 2) Children will be awarded house points when they demonstrate that they are following each core value.



We always tell the truth  
 We aim high  
 We respect each other  
 We all work together

Through these core values our aim is to create a positive learning environment; self-discipline, co-operation and respect are key features we expect to see in all areas of our academy. In order for this to happen successfully, we have fostered a whole school approach to behaviour and discipline. Through the use of our agreed system we will achieve consistency; every member of our community has a clear understanding of the high expectations we have for behaviour and therefore we will create a positive environment in which all will flourish and reach their full potential.

All staff are expected to use stickers/house points as an incentive and reward for students to uphold these values. They should be given out regularly in class, around the building and on the playground. The core values will be regularly

communicated throughout the school day and reinforced during circle time, in assemblies, and are displayed in every classroom and around the school.

#### **Section 4: Promoting Positive Behaviour**

As a school we promote our pupils' wellbeing by explicitly teaching pupils tools on how to self-regulate their emotions. (Zones of Regulation)

We use rewards in a variety of ways to help instil the positive ethos of our Academy:

- sharing congratulatory comments and praising pupils for positive actions, decisions and work they have completed
- public acknowledgement - in class, on display etc.
- the awarding of stickers/house points
- the awarding of certificates
- sharing their work with peers, teachers, support staff, and members of the senior leadership team
- teacher telling a parent in person, sending a note or certificate about good examples of work/behaviour
- regular celebration assemblies
- Termly rewards

All children will be represented on a chart where they will record house points. House points are earned for showing values, behaviour, attainment, progress, academic achievement and following the LFP way (Appendix 3). Our focus this academic year (2020-2021) is independence, resilience and pride. Students will receive rewards based on the amount of house points they have earned. All staff including SMSAs, 1:1s, TAs, teachers etc. can award house points. All house points to be recorded on a communal spread sheet. (Appendix 4)

Students are allocated a house. Names of the houses are:

- Cardiff University- Red House
- Edinburgh University- Blue House
- Queen's University- Green House
- Brunel University- Yellow House

All staff are allocated a house.

House points system:

- White= 1 house point
- Coloured coin= 2 house point
- Black coin= 5 house points
- Gold coin= 10 house points-Only SLT to give out

Sports day and any other whole school competitive events will be Houses v Houses.

**Attendance:**

- Weekly class trophy and certificate for the class that has the highest attendance
- Half termly Pizza party for the individual child with 100% attendance with the Principal
- Termly bike prize draw for 100%

**Shout Outs:**

- Google Classroom shout outs each week for student's online platform participation
- Star of the week shout out announcement in celebration assembly
- Teachers to track and monitor shout outs using their communal Google sheets to ensure children who are modelling positive behaviour are celebrated.

**Section 5: ABC Data and Behaviour Management Plans (BMP):**

LFPA will apply the following sanctions to tackle instances of negative behaviour:

- tactical ignoring
- giving children an opportunity to correct their behaviour (e.g. through a warning)
- allowing pupils to take time out either in their own classroom or in another classroom (if appropriate)
- taking time away from playtimes and lunchtimes to allow pupils time to consider the consequences of their behaviour
- discussions with parents and carers when serious incidents of negative behaviour occur or when negative behaviour choices are made on a regular basis, at this point an ABC plan would be introduced both to be applied at home and in school
- detention focusing on restorative actions
- one hour staying behind after school at the Principal's discretion
- using behaviour management plans (BMP) when a child's behaviour is challenging over a period of time. This includes instances where children who have social, emotional and behavioural needs (SEBN) require more intensive support with management of their behaviour. Strategies to support behaviour to be applied at home and in school to ensure consistency.

The stages of behaviour, including information about sanctions that may be used, is contained in Appendix 1.

Incidences of physical aggression, bullying, racism and use of bad language will be followed up by a senior member of staff, and a log kept on CPOMS of all such incidents.

In the application of the above sanctions, all staff are expected to be consistent and treat pupils fairly.

The school will keep a record of negative behaviour logged on CPOMS. It is imperative that when recording behaviour incidents staff look in to why the student acted in this way and as such they fill out the possible function section of the ABC form.

When dealing with negative behaviour staff should remember:

*Schools have a duty, under the Equality Act 2010, to make reasonable adjustments for children with disabilities. Schools need to take positive steps to ensure that disabled pupils, including those on the autism spectrum, can fully participate in all aspects of school life. A school's behaviour policy should make allowance for behaviour which is a consequence of a pupil's disability, rather than disobedience. A one size fits all policy, fixing a standard penalty for a particular action, is therefore both unfair and inappropriate.*

## **Section 6: Playtimes, Lunchtimes and Extended School**

It is important that the standards of behaviour expected outside of the classroom are as high and rigorously enforced as they are within. A consistent approach to behaviour is crucial in this way. It is important that social times are viewed as an opportunity to promote social skills, values and attitudes.

Play Leaders, Lunchtime Monitors, School Council, Eco Warriors, Class Ambassadors and classroom monitors will all help to support the LFP way within the school. This will also give students a voice and an important role in supporting the behaviour policy.

### **Lunch time:**

Friday VIP table for students who show good dining etiquette and follow/model the LFP behaviour expectations and values. Dining etiquette includes:

- Holding your cutlery correctly with provisions made for children with OT needs
- Making healthy choices
- Trying something new
- Remember to not speak with your mouth full
- Think before you throw your food away
- Keeping the eating environment clean
- Following the school values inside and outside

Breakfast and after school club will also promote these values.



## **Section 7: Supporting Children with Behavioural, Emotional and Social Difficulties (BESD)**

Some pupils experience social, emotional, behavioural developmental needs for a variety of reasons, e.g. early childhood experience, environmental factors, inconsistent parenting, bereavement, bullying/discrimination. Pupils will be identified through different school systems, such as repeated patterns of misbehaviour, identification of specific needs by the SENCO highlighting as well as through concerns raised by staff or parents/carers. Time will be taken to gain an understanding of the cause and nature of the misbehaviour and consideration to how the underlying causes can be addressed through intervention and support:

- regular monitoring of ABC plans to identify patterns of negative behaviour
- using behaviour management plans (BMP) when a child's behaviour is challenging over a period of time
- referral to participate in social skills groups
- referral to the Educational Psychologist or other outside agencies as appropriate
- use of an Inter-Agency referral or Early Help referral access the Local Authority's behaviour support team or for a multi-agency approach e.g. Team Around the Family.

## **Section 8: Exclusions**

The school will follow the guidance set out in the DfEs publication on Behaviour in Schools July 2022.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1089687/Behaviour\\_in\\_Schools\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf)

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports schools in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

LFPA will ensure a plan is put in place for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour. All

children have a right to an education. LFPA will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion, and alternative provision must be arranged from the sixth day.

If LFPA does make the decision to exclude a pupil we will notify parents of the period of the exclusion and the reasons for it. They must also, without delay, provide parents with the following information in writing:

- the reasons for the exclusion
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent
- parents' right to make representations about the exclusion to the Academy Council and how the pupil may be involved in this
- where there is a legal requirement for the Academy Council to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend

In the case of a suspension or exclusion, the principal will notify: parents, and the governing board and (as appropriate) the pupil's social worker, the virtual school head (VSH) for Looked After Children and the local authority (LA), for all suspensions and exclusions, regardless of length and even if cancelled/rescinded. The school can take the pupil's view of events into account before deciding whether to suspend or exclude.

### **Section 8.1 Managed Moves**

A managed move is a voluntary agreement between the school, parents/carers and a pupil, for that pupil to change school or educational programme under controlled circumstances.

A managed move does not require the family to make an application to a new school. It is done entirely by agreement between the principals.

Managed moves normally work by placing the pupil on the register of both the sending school and the receiving school for a set period of time known as the trial period. During the trial period, the pupil would be expected to meet certain conditions placed on them at the outset of the managed move. These can range from behavioural conditions, such as complying with the receiving school's behaviour policy; to academic standards, such as achieving certain grades in set tests.

If the pupil successfully completes the trial period, they will move onto the register of the receiving school indefinitely and will be removed from our register at LFPA. If they are not successful then they will be returned to the sending school. If the managed move was used as an attempt to avoid a permanent exclusion, it will be likely that they will face exclusion on return to LFPA.

## **Section 9: 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 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 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, 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 child protection and whistle blowing policy for more information on responding to allegations of abuse against staff or other pupils.

## **Section 10: Collective Responsibility**

Being a part of a coherent community we must recognise all members have responsibilities which ensure everyone feels they are valued and supported. Children, staff and parents should be aware of the positive impact their actions and comments can have in the smooth running of the Academy.

This is achieved in a number of ways:

- Good communication between all members, we share in a respectful way any worries or concerns we have
- We listen to concerns and support in the best way we can or seek out support from others.
- Key messages about respectful conduct and the core values we expect from all members of our academy are shared in assemblies, during circle/reflection time (Staff to add to CPOMs and reflection sheet) and during PSHE lessons. All members of staff model positive actions; encouraging and praising this when displayed by pupils in their everyday interactions with members of our community.

We have a collective responsibility in creating an environment where everyone feels valued, listened to and supported. This will only be achieved if we work together using a consistent approach; helping and supporting everyone to reach their full potential.

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school values and/or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils 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

### **Section 11: Confiscation and Searching**

Searching pupils and confiscation - to be read alongside the Child Protection Policy  
Only the Principal and specifically authorised staff can carry out searches at LFPA.  
The member of staff conducting a search must be the same sex as the pupil, and there must be another member of staff present to witness, unless:

- The person doing the search believes there's a risk that serious harm will be caused if the search isn't urgently carried out; and
- In the time available, it's not reasonably practicable to use a staff member who is the same sex as the pupil or for a witness to be present
- If the above is the case, the person doing the search should report it immediately

LFPA will record any searches for prohibited items in our school's safeguarding reporting system.

Any prohibited items (listed in our Critical Incident Policy) found in pupils' possession will be confiscated. These items will not be returned to pupils. 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](#).

### **Section 12: 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.

### **Section 13: Behaviour incidents that occur outside school:**

Pupils will be spoken to in line why our school values and behaviour policy. Parents contacted and asked to work with the school to improve the behaviour and prevent reoccurrence.

### **Section 14: Positive handling strategies at Lake Farm Park Academy and DfE Guidance**

Before resorting to using handling techniques, staff must use other strategies, e.g. divert away/to another activity/topic, say 'stop, no' etc., and talk to the child ...

The Education Act 2011 (The Act) notes that all members of school staff have a legal power to use reasonable force to:

- remove disruptive children where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts to prevent pupils from damaging property

The **Act** refers to the use of reasonable force and provides the following definitions:

- Reasonable: force used should be no more than is needed to achieve the desired result.
- Control: passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint: means to hold back physically

DfE: Behaviour and discipline in schools Advice for Principal and school staff January 2016 Pg. 12 states:

- Power to use reasonable force

Pg 38 states:

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

DfE: Use of reasonable force. Advice for Principals' staff and governing bodies.  
July 2013

Excerpts:

**What is reasonable force?**

'Reasonable in the circumstances' means using no more force than is needed. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force
- It can also apply to people whom the Principal has temporarily put in charge of pupils

**When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

**Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot:**

- use force as a punishment - it is always unlawful to use force as a punishment.

**Links with other policies**

This policy is to be read in conjunction with the following:  
Child Protection Policy,  
Anti-bullying Policy and Positive Handling Guidance (above)

## Appendix 1 Behaviour Chart with examples of unacceptable learning behaviours

### Behaviour Zones

*(Praise for taking responsibility to improve learning behaviour)*

Zone 1

Sanctions

- A warning
- Move to a different carpet space/table
- Name taken off if correct choices are made
- If behaviour continues, move to Zone 2

Example Behaviours

- Deliberate calling out
- Making silly noises
- Not listening to an adult
- Ignoring instructions
- Pushing in line
- Running in the building
- Being unkind to others
- Swinging on chair

Zone 2

RECORD ON CPOMS IF THE CHILD GETS TO THIS STAGE FOR THE SAME BEHAVIOUR THREE TIMES.

Sanctions

- Time out for five minutes/miss part of play time in the reflection room on the rota
- Discuss inappropriate behaviour
- Discuss strategies to prevent repeated behaviours e.g. calming strategies, kind words
- If behaviour continues, move to Zone 3
- Sent to Year Team Leader
- If moved on to zone three times in a week record in CPOMS and contact parents.

In Key Stage 2 a consequence using the principles of restorative justice.

Example behaviours

- Repeated behaviour from Zone 1
- Name-calling
- Affecting other people's learning
- Hurting another student
- Damage to property
- Lying

Zone 3  
Record on CPOMS

Sanctions

- Sent to Vice Principal
- Discuss behaviour with Vice Principal
- Return to class and apologise
- Parents informed
- In Key stage 2 a detention using the principles of restorative justice
- Record on CPOMS.

Example behaviours

Repeated behaviour from Zone 2

- Leaving class without permission
- Hurting another student intentionally
- Swearing or spitting
- Lying multiple times

Zone 4  
Record on CPOMS

Sanctions

- Sent to Principal
- Phone call home as soon as possible
- Meeting with parents arranged- may lead to fixed term exclusion
- In Key stage 1 & 2 a detention using the principles of restorative justice

Example Behaviours

- Biting
- Stealing
- Multiple Swearing
- Hurting Staff
- Intentional damage to school property
- Bullying physically or emotionally



## Appendix 2 School Values

### The LFP Way

“ We will be kind to everyone and look after our friends. We will set a good example by being polite, helping others and always telling the truth. We will aim high by challenging ourselves and trying our best. This is the way we do things at LFPA. ”



#### Show Respect

- Be kind to everyone
- Listen carefully
- Respect what others think

#### Be a Role Model

- Set a good example
- Always be polite
- Help our friends

#### Tell the Truth

- Be honest
- Learn from our mistakes
- Don't lie about others

#### Aim High

- Challenge our self
- Try our best
- Be independent

### Appendix 3 Child on Child Abuse - links with Anti-bullying policy

Child on child abuse is when a child might have been abused by another child. There is no clear boundary between incidents that should be regarded as abusive



and incidents that are more properly dealt with as bullying, sexual experimentation etc. but staff should be aware that child on child abuse can take place and it should not be tolerated as a 'part of growing up' or 'banter' This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. Staff should be aware that different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

All staff should recognise that children are capable of abusing their peers. All staff should be clear about their school's policy and procedures with regard to peer on peer abuse. Governing bodies and proprietors should ensure that they put in place:

- procedures to minimise the risk of peer on peer abuse;
- how allegations of child on child abuse will be investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms child on child abuse can take, such as: sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting (also known as youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges; and initiating/hazing type violence and rituals.

Any concern must be referred to the Designated Safeguarding Lead particularly if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Name	10 house points (Principal's certificate)	20 house points (pencil)	30 house points (rubber)	40 house points (ruler)	50 house points (bendy pencils)	60 house points (special treat with Principal)
ChildA						
ChildB						
ChildC						
ChildD						
ChildE						

## **Appendix 4**

LAKE FARM PARK ACADEMY TERMLY REWARDS CHART- Give out in class, names mentioned in assembly for applause.