

## Silverstone CE Primary School

### Behaviour Policy Appendix 2

#### Introduction: Vision and Values

*Where we Learn Together, Grow Together, Achieve Together, knowing that Jesus said:  
"I am the vine; you are the branches. If you remain in me and I in you, you will bear much  
fruit." John 15:5*

As a Church of England School, we instill Christian principles; promoting strong values of mutual respect, forgiveness, kindness and love.

This policy outlines expectations for our children's behaviour and extends to all members of our school community. Good behaviour and self-discipline have clear links to effective learning. Silverstone CE Primary values diversity and seeks to give everyone in school an equal chance whereby all children have the opportunity to reach their potential in a safe, caring and happy environment. We expect pupils to behave consistently well, demonstrating high levels of self-control and consistently applying positive attitudes towards their education.

Our eight Christian values are central to our approach in teaching children life-long social skills for them to become respected and positive citizens.

**HOPE**

**TRUST**

**LOVE**

**RESPECT**

**FORGIVENESS**

**RESILIENCE**

**COMPASSION**

**CURIOSITY**

We believe all children should be explicitly aware of the standards of behaviour expected of them and every child should learn to take full responsibility for promoting these standards.

By encouraging positive behaviour, we promote good relationships throughout the school and enable children to develop the key principles of:

- Respect
- Good manners and politeness
- Self-confidence
- Self-control
- Resilience
- Pride in their achievement
- Empathy with others feelings
- Respect and tolerance for others and different opinions
- The ability to accept fair criticism
- A sense of fairness
- A responsibility for their learning
- A responsibility for their environment

The explicit teaching of good behaviour will be in relation to the following school rules:

Golden Rule	Bible Reading	Bible Quote
We are <i>kind</i>	Matthew 5: 16 Matthew 22:39 Luke 6:31	The Good Samaritan: <i>“Let your light shine before men, that they may see your good deeds and praise your Father in Heaven.”</i> <i>“Love others as we love ourselves.”</i>
We are <i>gentle</i>	Ephesians 4:2	<i>“With all humility and gentleness, with patience, bearing with one another in love”</i>
We are <i>honest</i>	Genesis 27:1-45 Matthew 5:33-37  Luke 12: 1-3	Jacob experiences the consequences of lying to his father Jesus teaches his followers to be honest in their speech and to keep their promises Jesus warns people that dishonesty will always be found out
We are <i>polite</i>	Philippians 1:27	<i>“Only let your manner of life be worthy of the gospel of Christ, so that whether I come and see you or am absent, I may hear of you that you are standing firm in one spirit, with one mind striving side by side for the faith of the gospel.”</i>
We <i>listen</i> carefully	Luke 8: 16 – 21	<i>“Take care how you listen.”</i>
We <i>follow instructions</i>	Ephesians 6:1	<i>“Children, obey your parents in the Lord, for this is right.”</i>
We try our best and <i>work hard</i>	Matthew 6:43 Matthew 25: 14-29 1 Corinthians 9:24-25  Proverbs 13:4  Ecclesiastes 9:10	Trees and Fruit: <i>“Each tree is recognised by its own fruit.”</i> The story of the 3 Men <i>“Do you not know that in a race all the runners run, but only one receives the prize? So run that you may obtain it. Every athlete exercises self-control in all things. They do it to receive a perishable wreath, but we an imperishable.”</i> <i>“The soul of the sluggard craves and gets nothing, while the soul of the diligent is richly supplied.”</i> <i>“Whatever your hand finds to do, do it with your might.”</i>
We <i>share</i>	Matthew 6: 30	<i>“Give to everyone who asks you, and if anyone takes what belongs to you, do not demand it back.”</i>
We <i>care</i> for our environment	John 3:16	<i>“For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life.”</i>
We <i>care</i> for <i>ourselves</i> and <i>each other</i>	Luke 5:17-26	Jesus forgives and heals a paralyzed man

## DEBUG

The DEBUG system assists children with establishing boundaries, becoming assertive and promoting self-management.

- D** – Decide to ignore
- E** – Exit, walk away
- B** - Be friendly, use friendly words
- U** – Use firm talk (no shouting)
- G** – Get help

## Consistency in Practice

To ensure a consistent and fair approach to promoting expected standards of behaviour, the following will be in place:

- Consistent language used by adults in school:
  - ✓ referring to the golden rules
  - ✓ referring to class agreements/rules
  - ✓ referring to Christian values
  - ✓ Is it right? Is it kind? Is it safe?
- Consistent expectation of policies and resources:
  - ✓ Teachers to work in partnership with parents to ensure uniform and resource expectations are upheld.
- Consistent behaviour from adults:
  - ✓ Respect to all children: even in the face of disrespectful children who have specific needs
  - ✓ Consistent modelling of expected behaviour both in the way adults talk and show emotional control
  - ✓ Build good relationships and give children the time required to discuss and reflect on behavioural incidents
  - ✓ Consistent routines for behaviour in classroom and around the school
  - ✓ Never ignore or walk past children who are behaving inappropriately
  - ✓ Ensuring timely and quality discussions between staff such as lunchtime staff and teachers before the end of lunchtimes (SLT Cover)
- Consistent positive reinforcement:
  - ✓ Verbal praise
  - ✓ Discussion with parent at the end of the day/phone call to parent
  - ✓ Class points
  - ✓ Use of praise postcards for those moments when children go above and beyond
- Consistent consequences:
  - ✓ Always follow defined and agreed approach
  - ✓ Consistent approach with all children at all times during the school day and when on school visits
  - ✓ Consistent approach in applying individual behaviour plans
  - ✓ Staff to keep behaviour logs up to date (on My Concern)

To support the consistency, staff and children will follow the '[Standards and Rewards](#)' overview.

## Responding to misbehaviour outside the academy:

All pupils are expected to maintain our high standards of behaviour outside school when wearing their school uniform or representing our school. Behaviour that falls below our expected standard of our distinctive core Christian values and Golden Rules when on trips, residential visits or out in the community should be dealt with in the same way as within school.

Whilst wearing their school uniform out of school, if children pose a threat to another pupil, or their behaviour has repercussions for the orderly running of the school (thus bringing the school's good name into disrepute), their poor conduct will be dealt with in the same way as in within school. A senior leader will contact parents and agree on the relevant consequence of their behaviour both at home and at school.

### Whole School Positive Praise and Rewards

Individual praise	<ul style="list-style-type: none"> <li>• Verbal praise by staff</li> <li>• Stickers and stamps</li> <li>• Children sent to other teachers/Headteacher for praise</li> <li>• Informal discussion with parents/note home</li> </ul>
Praise Postcards	<ul style="list-style-type: none"> <li>• Given out by staff at any time during the week.</li> <li>• For kindness, friendship, working hard in a particular lesson or achieving a specific skills/concept or for special recognition of an achievement</li> <li>• For reaching Sunshine on behaviour chart</li> </ul>
Class points	<ul style="list-style-type: none"> <li>• Each class earn class points for an end of term reward. At the start of each term the class decide on a possible reward for 1000 points, 750 points and 600 points</li> <li>• Individual tally of class points – end of term certificate (KS2)</li> </ul>
Presentation Award	<ul style="list-style-type: none"> <li>• Weekly winner for Reception / KS1 and for KS2</li> <li>• In recognition of excellent presentation and amazing progress or presentation for that particular child (not just the best in the class)</li> </ul>
Child of the week	<ul style="list-style-type: none"> <li>• A weekly winner for each class</li> <li>• Given for a specific reason linked to behaviour, School Values, effort and achievement in lessons</li> </ul>
External certificates/ awards	<ul style="list-style-type: none"> <li>• Celebrate achievements outside school such as swimming certificates or music awards</li> </ul>

### Parent Partnership

Parents play a big part in ensuring their children are responsible for their own behaviour in school, reinforcing our school vision – learn together, grow together, achieve together. Children can sometimes give a one-sided account of events in school. Parents must speak to their child's teacher regarding any worries or concerns including behaviour incidents. Parents should only speak to senior leaders after they have spoken to their child's teacher.

We ask all parents to respect and support the school's behaviour policy and the authority of the school staff by:

- Ensuring your child is at school on time, appropriately dressed, rested and equipped
- Encouraging your child to adhere to school rules, procedures and our Christian values
- Attending meetings with teachers or the Headteacher, if required, to discuss behavioural matters

Our aim is to inform parents as soon as necessary to resolve on-going concerns or worries, or significant changes about a child's behaviour. We ask parents to also inform the school of any special educational needs or personal factors that may result in their child displaying unexpected behaviours.

## Bullying, Including Cyber-bullying

Our ethos is one of inclusion and equality and bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated. Cyber-bullying includes all incidents where derogatory comments are made or posted about a member of staff or pupil on social media sites or gaming sites. Online harassment is a crime and incidents may be reported to the Police.

Children falling out with one another is part of children developing social skills as they learn the importance of respect, taking turns and valuing the opinions of others. Children having a disagreement or argument with another child is not bullying.

Bullying is persistent and targeted unkind, aggressive and overpowering behaviour towards another child or adult. Bullying can be verbal or physical by person or by electronic, on-line or written means.

Parents must inform the school by speaking to their child's teacher if there are concerns regarding possible bullying incidents in school (and out of school that may affect behaviours during the school day)

If an allegation of bullying (including cyberbullying) does occur, the school will:

- Act as quickly as possible to establish the facts
- Record and report the incident
- Provide support and reassurance to the victim and liaise with the parents
- Make it clear to the 'bully' their behaviour will not be tolerated. If there are a group involved they will be spoken to individually and as a whole group. Support and guidance will be given to the 'bully' to enable them to change their behaviours. Parents will be asked to be part of the support and guidance process.
- Sanction used will correlate to the seriousness of the incident

Our children are taught STOP to help identify possible bullying and how to start to deal with the issue

**S** – Several  
**T** – Times  
**O** – On  
**P** – Purpose

**S** - Start  
**T** - Telling  
**O** - Other  
**P** - People

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, comments on sexual orientation, inappropriate touching
Direct/indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	derogatory comments are made or posted about a member of staff or pupil on social media sites or gaming sites

## Race, Disability, Gender, or Homophobic Discrimination or Sexual Harassment

In line with our Christian value of ‘Respect’ and following the British value of ‘Tolerance’, staff and pupils at Silverstone CE Primary treat everyone fairly as individuals. Any kind of discrimination will not be tolerated.

Children heard to be using someone’s cultural heritage, social circumstances or colour of their skin against them; or homophobic language (for example calling someone gay as a derogatory term) will be sanctioned in the same way as verbal abuse towards another person.

### Sexual Harassment

Sexual harassment means unwanted sexual conduct. It can happen online and offline. It can include:

- Sexual comments, such as sexual stories, lewd comments, sexualised name-calling or sexual remarks about clothes and appearance
- Sexual ‘jokes’ or taunting
- Physical behaviour, such as deliberately brushing against someone or interfering with their clothes (note: this can sometimes cross a line into sexual violence), or displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (note: taking and sharing nude photographs of under-18s is a criminal offence)
  - Sharing of unwanted explicit content
  - Upskirting (note: this is a criminal offence)
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including on social media
  - Sexual exploitation, coercion and threats

Sexual harassment is not tolerated and will be dealt with in the same way as verbal abuse towards another person. ‘Tips on how to challenge Sexual Harassment and Conversation Starters’ are used by staff in dealing with any such incidents.

### Extremism

Extremism can be defined as “holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views.”

In the event where a family is suspected of extreme behaviour, Silverstone CE Primary will:

- gets the facts clear- evidence versus rumour
- contact the PREVENT team if required
- With the support of the PREVENT team, understand motivations through discussions with families and relevant political or religious leaders
- ensure personal support is in place for staff and pupils most affected by any incident

In the event where a child is suspected of extreme behaviour in school, Silverstone CE Primary will:

- Inform parents to identify where the beliefs or use of language has originated from
- Work with parents to support the child to develop a greater understanding or respect and tolerance.
- Inform the PREVENT team if there are concerns of extreme beliefs within the family.

### **When to involve outside agencies in supporting pupil's behaviour**

We will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary. An initial conversation with the SENDCo and the Headteacher is necessary at this point.

### **Restorative Justice**

In Reception and KS1 teachers will talk to the children to enable them to reflect on what they have done and how their actions have affected the feelings of others. This approach only happens after significant incidents whereby other children have felt upset or unsafe. This approach is also taken where adults believe the children will benefit from the opportunity to reflect on their actions to help them learn from their mistakes. There is no written record of the restorative approach in Reception and Key Stage 1.

In Key Stage 2 the same approach is taken and children will also complete a 'restorative justice form' to reflect on their behaviour. Adults will support the children with their writing when required. Once again, this approach is to allow the children to reflect on their actions and recognise how their actions have affected others.

# Whole School General Expectations

## Before and After School

- ✓ No playing on play equipment
- ✓ No ball games unless supervised by a member of staff
- ✓ No riding bikes or scooters on school grounds
- ✓ Arrive on time at the start of the day
- ✓ Line up quietly at the classroom door in the morning
- ✓ Walking calmly on school grounds when leaving at the end of the day
- ✓ Go to the school office to see a member of staff if the adult you are meeting is not there
- ✓ No use of mobile phones on site

## Uniform Expectation

- ✓ Always wear correct school uniform at all times
- ✓ Always wear the correct PE kit during PE days
- ✓ Always wear uniform or PE kit smartly

## Classroom

- ✓ Have a water bottle in school every day
  - ✓ Have the resources you need including your pencil case (KS2)
  - ✓ Be respectful, be safe and be kind
  - ✓ Try your best in all lessons
- In addition, follow your own class rules.

## Moving Around School

- ✓ Enter and leave all rooms in an orderly manner
- ✓ Everyone should walk at all times inside the building, walking on the left
- ✓ Adults must always accompany groups of children moving around school (leading the children)

## Collective Worship

- ✓ Enter and leave the hall in silence
- ✓ During assembly/collective worship sit in silence unless asked to participate

## Library

- ✓ Quiet voices only
- ✓ Books must be scanned before taking away from the library

## Lunchtime

- ✓ Sit quietly whilst eating – no shouting in the hall
- ✓ Only leave your table once given permission from an adult
- ✓ Walk silently back to the classroom before going outside
- ✓ Packed lunch rubbish to be taken home by children
- ✓ Adults will encourage you to eat and give you time to finish your meal

# Behaviour Ladder Reception and KS1

<b>Encourage positive behaviour</b>	<ul style="list-style-type: none"> <li>All children will start on the green at the beginning of the week – “Good to be Green”</li> <li>Children move up the rainbow chart for good behaviour.</li> <li>Award class points if children move up the rainbow chart</li> <li>Sunshine certificate sent home if children reach the sunshine.</li> <li>Praise postcards or discussion with parent for excellent behaviour</li> </ul>
<b>Stage 1: Low level disruption</b>	<ul style="list-style-type: none"> <li>Verbal warning</li> <li>The look</li> <li>Tactical ignoring</li> <li>Reminder of rules and expectations</li> <li>Choice or consequence, “if you choose to... then you are also choosing to..”</li> <li>Give final verbal warning before moving onto next stage</li> </ul>
<b>Stage 2: Repeated low level disruption Unkind/unsafe behaviour Disrespectful behaviour</b>	<ul style="list-style-type: none"> <li>Move name down on rainbow chart and explain reasons why</li> <li>The children can move back up the chart during the day if their behaviour improves significantly</li> <li>Each day children restart on green if they were moved down on previous day (new day = new start)</li> <li>Teacher will record in class behaviour log (My Concern) if this is a common issue or significant enough to log</li> <li>Conversation with parents to ensure policies are being upheld (uniform, resources)</li> </ul>
<b>Stage 3: Continuation of poor behaviour Continuation of disrespectful behaviour</b>	<ul style="list-style-type: none"> <li>Move name to the cloud</li> <li>Once on the cloud the teacher will speak to parent at the end of the day</li> <li>The child will have at least 10 minutes time out and may be excluded from the playground at break time or lunchtime Teacher will record in class behaviour log (My Concern)</li> <li>Restorative justice discussion to take place with the child</li> <li>Child starts on “good to be green” on the next day</li> </ul>
<b>Stage 4: Dangerous or aggressive behaviour</b>	<p>If a child physically hurts another child or adult, is verbally aggressive or uses inappropriate language, their name will immediately move to the cloud and the same action as stage 3 will be followed.</p> <ul style="list-style-type: none"> <li>Teacher or Senior Leader will speak to the child and unpick the event. Teacher to record in class behaviour log (My Concern)</li> <li>Restorative justice discussion to take place</li> <li>Either Teacher or Senior Leader will speak to the parent at the end of the day</li> <li>This could result in the use of the exclusions policy</li> </ul>
<b>Stage 5: Behaviour Report</b>	<p>If there is continued poor behaviour over a period of time then the child will have a behaviour report card and will see a senior leader daily until there is an improvement in their behaviour and the child can self-regulate their actions.</p>

# Behaviour Ladder KS2

<b>Encourage positive behaviour</b>	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Stickers, stamps</li> <li>• Award class points</li> <li>• Sent to another room for praise from another teacher/Headteacher</li> <li>• Informal discussion with parent at the end of the day</li> <li>• Praise postcards or discussion with parent for excellent behaviour</li> </ul>
<b>Stage 1: Low level disruption</b>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• The look</li> <li>• Tactical ignoring</li> <li>• Reminder of rules and expectations</li> <li>• Given children opportunity to recognise they are making the wrong choice</li> <li>• Choice or consequence, “if you choose to... then you are also choosing to..”</li> </ul>
<b>Stage 2: Repeat of low level disruption Initial signs of disrespectful behaviour</b>	<ul style="list-style-type: none"> <li>• Final warning – explain child will have time out if behaviour does not improve</li> <li>• Name on board if required for visual reminder Final Warning</li> <li>• Lunchtime staff to inform teacher before the end of lunchtime if final warning given to child (SLT to cover)</li> <li>• Conversation with parents to ensure policies are being upheld (uniform, resources)</li> </ul>
<b>Stage 3: Continued low level disruption Disrespectful behaviour Unkind or unsafe behaviour</b>	<ul style="list-style-type: none"> <li>• Time out given (between 5 and 15 minutes) in designated area of classroom/outside staff room which may be over break time (must be supervised by an adult)</li> <li>• Children may be asked to complete unfinished work during break time</li> <li>• If time out during lunchtime child will be asked to stand next to lunchtime supervisor or sit on a bench. Lunchtime staff to inform class teacher.</li> <li>• Restorative justice approach - Teachers speak to child and recognise which golden rule they have not achieved and discuss what they need to do to improve.</li> <li>• Child to apologies to peer if relating to unkind behaviour. Child completes restorative justice form.</li> <li>• Teacher to record incident in Class Behaviour Log (My Concern), or ask lunchtime staff to complete</li> <li>• Teacher to inform parents if behaviour has been poor all day; if there is a pattern of repeated incidents or if behaviour is out of character</li> </ul>
<b>Stage 4: Continued poor behaviour Significant behaviour issue Continued disrespectful behaviour</b>	<ul style="list-style-type: none"> <li>• Significant behaviour may include: rudeness, lying, refusal to follow instructions, significantly unkind to another child or adult</li> <li>• Time out given (from 15 minutes to a whole lunchtime/lesson) in designated area of classroom/outside staff room which may be over break time (must be supervised by an adult)</li> <li>• Children asked to complete restorative justice form to reflect on their actions.</li> <li>• Teacher to record incident in Class Behaviour Log (My Concern)</li> <li>• Teacher will speak to parent at the end of the <b>day</b> and inform the Senior Leaders</li> </ul>

<p><b>Stage 5:</b> <b>Dangerous or aggressive behaviour</b></p>	<p>If a child physically hurts another person on purpose, is verbally aggressive or uses inappropriate language, or causes deliberate damage to school property</p> <ul style="list-style-type: none"> <li>• Teacher or Senior Leader will speak to the child and unpick the event. Staff to record in class behaviour log (My Concern)</li> <li>• Restorative justice discussion to take place</li> <li>• Either Teacher or Senior Leader will speak to the parent at the end of the day</li> <li>• This could result in the use of the exclusions policy</li> </ul>
<p><b>Stage 6:</b> <b>Behaviour Report</b></p>	<p>If there is continued poor behaviour over a period of time then the child will have a behaviour report card and will see a senior leader daily until there is an improvement in their behaviour and the child can self-regulate their actions.</p>

# Standards and Rewards

Standard	Behaviours	Rewards
<b>Well Above Expected</b>	<ul style="list-style-type: none"> <li>• Consistently being a good role model</li> <li>• Consistently showing outstanding behaviour and good listening skills</li> <li>• Consistently going above and beyond the expected standard of behaviour</li> <li>• Leading by example and encouraging other children</li> <li>• Helping other children</li> <li>• Showing examples of extreme kindness towards others</li> <li>• Consistently demonstrating Christian Values and impacting positively on others around them</li> </ul>	<ul style="list-style-type: none"> <li>• Child of week award</li> <li>• Praise postcard</li> <li>• Sent to senior leader</li> <li>• Chat with parent</li> <li>• Class points awarded</li> <li>• Moved onto Sunshine (Reception and KS1)</li> </ul>
<b>Above Expected</b>	<ul style="list-style-type: none"> <li>• Showing consistent expected behaviour every day</li> <li>• Making a positive contribution towards learning</li> <li>• Being a role model to other children</li> <li>• Not giving up – showing resilience time and time again</li> <li>• Caring for others and showing compassion towards others</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Praise</li> <li>• Class points awarded</li> <li>• Stickers</li> <li>• Sent to another adult for praise</li> <li>• Moved up rainbow chart (Reception and KS1)</li> <li>• Chat with parent</li> </ul>
<b>Expected</b>	<ul style="list-style-type: none"> <li>• Being ready, respectful and safe</li> <li>• Showing good listening skills</li> <li>• Following adult instructions first time</li> <li>• Being polite and respectful</li> <li>• Trying your best</li> <li>• Wearing your school uniform with pride</li> <li>• Always having the correct equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher praise</li> <li>• Stickers</li> </ul>

# Reflection Form



Name \_\_\_\_\_

Date \_\_\_\_\_

Explain what happened.

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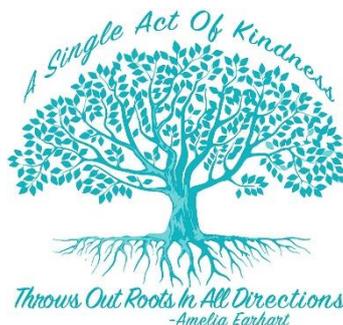
How did this make you feel?

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# Kindness Matters.

Name \_\_\_\_\_

Date \_\_\_\_\_

Explain what happened.

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How could you have reacted differently and what do you now need to do?

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# Praise Postcard

It gives me great pleasure to report that

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From



# Praise Postcard

It gives me great pleasure to report that

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From



# Behaviour Report

<b>Targets:</b> 1. I <b>will not</b> ..... I will .....  2. I <b>will not</b> ....I will ....  3. I <b>will not</b> ....I will ....	<b>Assessment:</b> Green = very good, all targets achieved Yellow = okay, just needed one reminder Red = not achieved targets even when reminded
<b>Name:</b>	<b>Week Commencing:</b>

Day	Lesson 1	Assembly	Break time	Lesson 2	Lunch time	Lesson 3 & 4
<b>Monday</b>						
<b>Tuesday</b>						
<b>Wednesday</b>						
<b>Thursday</b>						
<b>Friday</b>						



Is it right?

Is it kind?

Is it safe?

# Tips on how to challenge Sexual Harassment and Conversation Starters

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## 6 tips to help you challenge it in the moment

- **Challenge it there and then.** It's important to do this to send a clear message that the comment or behaviour isn't acceptable. Don't dismiss or downplay an incident
  - **Challenge the behaviour, not the person.** This depersonalises the challenge. For example, "That is sexist language" is a more helpful comment than "You're sexist"
  - **Explain what the problem is.** This gives a reason for your challenge and helps pupils see why their comment or behaviour was problematic
  - **Support the victim and show empathy.** Let them know it's not their fault. Consider the incident from their perspective and encourage others to do the same
  - **Challenge gender bias and stereotypes.** And be aware of your own biases too. Don't stereotype or make assumptions based on your perceptions of the pupils involved
  - **Focus on the perpetrator's behaviour rather than the victim's.** This moves us away from seeing sexual harassment and violence as 'inevitable' and something girls should adapt their behaviour to avoid
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## Conversation starters

- "That's not how we behave in school, or anywhere. This could be seen as inappropriate touching / language ... "
- "You may not have seen it this way, but ... "
- "What do you think that word means?"
- "What do you mean by that?"
- "You may not think there's anything wrong with that behaviour / language, but many others would"
- "In our school we ... "
- "I'm really uncomfortable with you saying things like that / behaving that way. It makes me feel ... "